THE JOURNAL OF EDUCATION

STATE NORMAL COLLEGE

Volume 129 SEPTEMBER, 1946 Number 6

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as we go to press . . .

We bring you September salutations. How ever did September—meaning the seventh month—get to be ninth? And October, November, December. Eighth, ninth, and tenth indeed! How come? Was it some miserly old school treasurer, scheming to pay his teachers ten times instead of twelve? We happen to know it wasn't that. Just a couple of Roman imperators who managed to get thousands of years' free advertising for themselves by inserting July and August.

Those two months of this summer were pleasant months for some of you, what with vacations or at least some change of routine.

We like to think of our typical reader all full of vim, vitality and vitamines as he hustles off to school, these days. He is determined to get a new grip on himself, do a better job, make education stick to certain boys and girls who Wrigleyed away from it last year. If you are the reader we have pictured, try out the article by John Lamb McIntire which looms first in this issue. *School and the Child as a Person* will harmonize with your determined mood and may supplement your thinking. Smile if you please at the words, *Sick Teachers*, which head Lewis Chrisman's contribution, but skip it if you dare.

In choosing our material for this month we have tried even harder than at other times not to weigh you down too heavily. You have had plenty of heavy atmosphere in recent months. And school problems and personalities respond better to a light touch than to hippopotamosity, whatever that is.

Incidentally, another Manniversary has rolled around, and again we bring you Horace.

Here, if you please, we should like to point out that our sponsors—the firms that advertise with us—offer you products and services neatly suited to your professional needs. Some of the advertisers this month are testing the JOURNAL'S effectiveness as a medium for them. So if you really are intrigued by their propositions or one of their items, do yourself and JOE a favor by writing them and mentioning this Journal. Thanks.

TEXTBOOKS IN REVIEW

The Story of Life in America

A brand new history text in one volume for the middle grades is this *Story of Life in America* by Mary G. Kelty. It attracts the eye with its copious illustrations in black and colors. It stirs the imagination with its vivid narratives of events and personalities that have contributed to the America we have today. Starting as it does with the adventuresome journeys of Marco Polo, the book seems quite consistently successful in furnishing the casual backgrounds that weld history together. Yet there is something besides history in this work. For it deals wholesomely with certain social concepts that need careful nurturing in the minds and hearts of young Americans — ideas of mutual respect and tolerance at home and of continuing effort to build goodwill abroad. A noticeable feature is the lively, provocative nature of the questions in the study helps. To impart the spirit of the real America to children through the medium of a book is not an easy matter. We feel sure Miss Kelty's storybook history will make good headway in that direction.

THE STORY OF LIFE IN AMERICA, Mary G. Kelty. Ginn and Company, Boston. $1.72.

World Order

When a score of intellectuals from various professions and habitats come together to deliver their prepared dissertations on a prodigious problem like that of world order, the result may be a book—and a book that baffles all attempts at brief review. *World Order, Its Intellectual and Cultural Foundations,* is one of those symposia in which the clergyman, the philosopher, the anthropologist, the educator, the literary man, the Jew, the Jesuit and the Protestant, each has a voice. All are agreed on the imperative need for drawing the human race together into a community of spirit, as science has already drawn it together into a physical neighborhood that is far from neighborly. Throughout the essays runs a golden thread of confidence that democratic attitudes and procedures can solve the problem if really given more than lip service. There is manifest also a common conviction that respect for human personality is basic; that men must by all means be accorded opportunities and encouragement to become their best and highest possible selves; and that the roots of all this mutual respect and family feeling are to be sought in the Judaeo-Christian religion. Religionists, on the other hand, are rapped—as are scientists—by as least one contributor, who holds that Aristotle shaped the effective key to human advancement when he wrote of the whole man. All knowledge and all wisdoms have been divided into separate sciences and religions—man himself has been depicted as a battle ground of flesh vs. spirit; why should we not expect conflicts between groups and nations, when every man's son among us lack unity, harmony and wholeness? This conclusion stems from Philosopher Irwin Edman's address, at least by implication.

WORLD ORDER, edited by F. Ernest Johnson. Harper and Brothers, New York. $2.00.

Basic German

No nonsense now. Get ready for action. We are about to study German grammar. Our conductor will be Professor Paul H. Curts of Wesleyan University. He comes to us through the pages of *Basic German* freshly revised to reflect seven years' usage of the streamlined method employed by Dr. Curts. The task is to learn the "essential elements" of German grammar, together with a vocabulary of 500 German words, in twenty-five lessons. The lessons consist of three pages each, and can be divided. Nobody insists you complete the book in twenty-five days, or even thirty. Well, a meticulous job has been done in laying out the lessons. Rules are concise and clear. You read the German exercise out loud but don't necessarily put it into English. If you must have English into German, you will find all such exercises gathered into a rear section, a set for every lesson. Otherwise, you will do English into German sparingly; mostly through supplying an omitted word in a German sentence or by replying in German to a question. In short, the direct method is offered you. You can go the longer way around if you prefer. Since verb forms are introduced early, you may start reading some simple German story while still in the woods of syntax, and you probably will, if your teacher is like most of them. Be glad, then, if you have as good a foundation as *Basic German* underneath you.

BASIC GERMAN, Paul H. Curts, Prentice Hall, New York. $1.50.

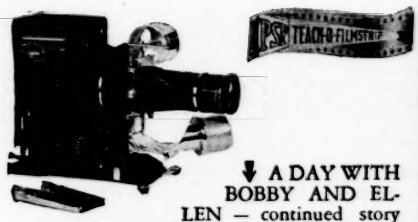
Sing Out!

That series of music books, *The Singing School,* reaches the seventh note on its scale with *Sing Out.* It is indeed a rich and lively volume for the use of seventh graders. Its songs are grouped according to theme, type or mood, and these classifications range from the growth of our country to religious hymns, with an astonishing variety along the way. Bits of biography or explanatory material keep popping up at proper but surprising places. There are songs to dance with, songs to bring smiles, songs telling sad tales and mad tales, songs of the people, songs by great composers, songs from a score of foreign lands, songs that grew into symphonies. Name any kind of song except a dull kind that you think might be omitted, and the chances are it's here in the 256 pages of *Sing Out.* Just look in the index—where, by the way, you will find the contents reclassified on a basis helpful to the song leader in making his selections to fit the accompaniment or other conditions. It is strange how anything so bursting with tunes can stay quiet in a desk or on a bookshelf. Such silence is against nature.

SING OUT! By Dykema, Pitcher and others. C. C. Birchard and Company, Boston.

A Day with Bobby and Ellen

Five film strips, forty pictures to a strip, comprise the Teach-O-Film, "A Day with Bobby and Ellen." The purpose is to project proper health habits into the lives of primary children via the screen. Bob and Ellen appear in many situations from the time they get up in the morning to the time they go to bed at night. The scenes are interestingly depicted and serve to impress their lessons unmistakably, because capable teachers have guided the making of this material with a view to



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A DAY WITH BOBBY AND ELLEN (Five Film Strips). Popular Science Publishing Company, New York. $3.00 per strip.

Headlines and Bylines

The main assignment of the journalism class in high school is to get out the school paper. This in itself is an educational experience not to be underestimated. But the kindred opportunity to develop discriminating readers of the daily press can scarcely be neglected without serious loss to the journalism class.

Headlines and Bylines provides for both these tasks. It is in three parts. The first deals with the newspaper as it exists in the United States today, a day-to-day mirror of events depending for its support upon its success as a business. How the newspaper is brought together and how its contents have to be weighed as to source and nature, if they are to be read intelligently, are thoroughly explained in this part, the study of which may be postponed if publishing the school paper is insistent. Part two pertains to journalistic writing, and covers the usual classes of newspaper contributions from news story to editorial with everything between. The third part takes up the immediate problems of publishing the school newspaper, but links the local enterprise with school journalism in general. The appendix supplies a bibliography that is well spread over the many special areas which may concern individual students.

HEADLINES AND BYLINES. Otto and Finney. Harcourt Brace and Co., New York. $1.80.

Fun with Story Friends

Three dozen stories by almost as many writers for children, are contained in this supplementary reader. What a variety of characters and situations the youngsters will meet as he threads his way along this alluring path! First a group of animal stories, more animals later, but tame ones, "pets." One cluster of tales is imported from far lands. Another lot is from long ago. Town and country provide still another section. Amusing stories and stories of American Indians bring the collection to an all-too-sudden end. The simple words and short graphic sentences beckon the child of seven or eight, as do the pictures. The selections include several you expect to find, since they turn up frequently in readers, and many that are unfamiliar. We can imagine oodles of small fry forgetting to annoy their teacher or having to be called three times to supper on account of *Fun with Story Friends*.

FUN WITH STORY FRIENDS, Theisen and Bond. Macmillan Company, New York.

Making Sure of Arithmetic

Teachers of arithmetic doubtless welcome the present trend toward emphasis on understanding rather than mere drill, essential as the latter is. The series of texts just bursting into print with the title *Making Sure of Arithmetic*, exemplifies that trend and at the same time preserves a sound balance between theory and practice. The grand old arithmetic staircase has been carved into so many easy steps as to resemble a ramp. Each book, moreover, begins with a thorough review of preliminary matters. To illustrate the "making sure" idea, let us examine the encounter with long division in Book 5. The pupil is first given two-figure divisors ending in zero; then those ending in 1; later the hard ones ending in 8 and 9; then some in 6 and 7; and so on. The usual topics are covered. Problems are generally grouped about some unifying theme, such as cotton or Mexico. Attention is paid to the common sense check or estimate, as well as other checking devices. Our own predilection would be to go even farther with this checking business as a neat means of making doubly sure, but no textbook has yet satisfied our queer notions on that point. The *Making Sure* books are attractive and look decidedly useable.

MAKING SURE OF ARITHMETIC, Books 5, 7 and 8, Morton, Gray and others. Silver Burdett, New York.

Changing the Curriculum

Starting with the assumption that at no time has the public school curriculum kept pace with the outside world, *Changing the Curriculum* discusses methods for securing needed advances. Dr. Miel declares that revamping the curriculum is not a task for the superintendent or a hand-picked teacher committee, but calls for new democratic techniques. The importance of adequate organization, leadership, values and goals, community participation and utilization of available experts is stressed.

CHANGING THE CURRICULUM, Alice Miel. D. Appleton-Century Company, New York. $2.25.

This Our World

Getting American young people to see not only today's world as an interrelated whole, but the entire sweep of its past centuries as moving toward a common goal is a mighty challenge to the authors of a history text. You can note the influence of that challenge upon the trio of University of Pennsylvania men who joined in writing *This Our World*. The volume starts with the present hour—a unit on the earth-shaking events since Pearl Harbor. Then it plunges into the remote backgrounds of the early civilizations which grew up around the Mediterranean and in India and China. Emphasis is placed upon developments of the arts and sciences, of invention, industry and social relations, more than upon military struggles. The arrangement is mainly chronological. But parts of the globe are included which have hitherto drawn little attention in world mirroring. Thus you find an excellent unit on Japan, China, India, and the Dominions of Canada and Australia. From the account of Japan, for example, you may learn interesting details of Admiral Perry's epoch-making visits to Tokio in 1853 and 1854, besides retracing the former years of Japanese commerce with the outer world, her reception and rejection of Christianity and other facts not widely known that entered into Nippon's megalomania. The narrative seems to flow more easily than is often the case with history for schoolroom use. The book is heavy, but the style is not. The concluding chapter is necessarily somewhat generalized, but not too blurry—as in its summary of the two aspects of democracy, equality and freedom, for supremacy in the United States in this first postwar year.

THIS OUR WORLD, Binig, Howland, Shryock. Newson and Company, New York. $2.80.

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Editorials

The N.E.A. on National Defense

Whoever worded the N. E. A. resolution on national defense, as adopted at Buffalo, did a very neat job, indeed.

Heretofore the N. E. A. has tended to condemn any sort of military preparedness which might be construed as belligerent, in a world inclined to look for belligerency. For example, the association has opposed compulsory military training. Rightly or wrongly, this generally was construed as a sign of softness if not of pacifism on the part of America's educational workers. By its newest resolution the N. E. A. has taken quite a step away from that position.

The resolution habit, practiced by so many of our organized groups, is of doubtful value at best. Seldom does a resolution on any controversial issue reflect a true consensus so much as the opinion of a dominant or vocal minority.

The resolution we are commending here, admits that the Congress in Washington should know better than educators just how the problems of national defense must be met. At the same time, the resolution points to the importance of certain non-military elements making for national strength—elements more a part of education's business. These, too, are deftly deposited on the congressional doorstep.

For the text of the resolution, see the N. E. A. story on page 216.

A Rap at College Standards

The August number of American Mercury carried a sad but amusing article by Lyle Owen, entitled "The Low Estate of Higher Learning."

The writer deplores the priorities for veterans and others—such as football players—which deprive so many abler applicants of the chance to secure an education at the college level. He contends that college administrations fail to exclude persons incapable of college work; that admission standards are too low and graduation standards still lower. Of course he has no statistical proof, since this would be almost impossible to obtain. He has taught in several different institutions, however, and relates certain experiences tending to show that ideas are out of order in the classroom, while the one thing demanded by the so called students is an advance knowledge of what is to appear on examinations and what are the correct answers. Efforts to lead a class into a realm of intelligent thinking, met with complaints to the dean and consequent demands from that official that greater care be exercised by the instructor to stay within simple areas. Mr. Owen thinks that a good many professors would like to do what one of their colleagues in a Canadian university is said to have done. At the end of the term he flunked every member of the senior class; then left in the night for a new job—in Australia.

No one can say how extensive is the condition described by Mr. Owen. But it is probably general enough and certainly bad enough to deserve thoughtful watching and resolute correction. It is easy for college officers to embrace the theory that their institution exists for everyone who can pay the bills or can advertise the college so that more applicants with money will be attracted. But this is not living up to the purposes for which such institutions have been charted.

Don't Talk War!

There are periods in human history when on the face of things all is dark, while at the heart of things may be great promise of improvement. During a war, the prophets of gloom are mostly silent, while those who forecast victory proclaim their welcome messages freely. Although they caution us against over optimism, they seldom let us down completely. We know we are going to win, and win we do.

The great war has been over little more than a year now, and pessimistic thoughts are no longer censored. The one gloomy foreboding heard on every side is that a third world war is brewing. No doubt plenty of reasons exist for such anticipation. We are jittery about the atom bomb which, in irresponsible hands, could wreck civilization in a week. Again, the more peace conferences are held, the more bitterness arises. The world seems not to be one but two worlds.

Yes, there are deep causes for differences of opinion and for suspicions. But what we need is confidence and cool heads. Emotions of hate or fear or hopelessness merely block clear thinking.

Mankind is at a crossroad. Longstanding evils are more openly examined and condemned today than ever before. The world that looks so dark may be just on the verge of waking up and finding itself. Whether this be true or not, all who can muster up hope by taking the long view of history or by any other means, ought to do so. Defeatism in peace is fully as bad as defeatism in war—and ten times more prevalent, because no national propaganda is maintained to check it.

Let us seek peace and pursue it until it comes to stay.

Student Lowdown on Yourself

Should pupils be asked to give their opinions of their teachers and the teaching methods they employ? Before reacting violently for or against this proposition, examine it thoughtfully. You know, of course, that pupils are immature; that their rating of a teacher may be far from reflecting the professional worth of that teacher. But why use it for that purpose?

Mr. Roy C. Bryan of Western Michigan College has published an illuminating paper on this subject, which he calls *The Evaluation of Student Reactions to Teaching Procedures.* In it he points out the importance to the teacher himself of learning from pupils—not his good and bad qualities as such, but how they feel about them. He offers a number of sample questionnaires that have been tried, and suggestions for preparing others. He cautions against warning the class in advance that such a quiz is coming. He stresses the importance of assuring the quizees that their identity will be unknown to the teacher. And he counsels that no one but the teacher himself should ever see the answers or be taken into a discussion of them.

It is important, after all, to a teacher to know how his procedures are regarded by members of a class. If disapproved, he may either change them or exercise greater care in convincing the class of their merit.

Education As Poison

It will be a new and somewhat startling idea to most readers of this particular periodical that "Education is poison," but the statement was made quite emphatically by a plain American workingman the other day. When asked to say it again, he did so, but refused to amplify his brief assertion.

The concept may be worth examination. It came from a man endowed with considerable common sense who often generalizes to good effect.

Was he trying to say what Alexander Pope had long ago predicated that, "A little learning is a dangerous thing"? Probably not. Perhaps he was merely demonstrating Pope's point—jumping at a vague conclusion from too few facts.

But let us be fair. Are there individuals to whom education is indeed a poison? Doesn't it sometimes go to the head, so to speak, making its possessor feel superior to other persons who are really just as wise and noble as himself? Doesn't it in some cases lead to affected speech and ridiculous attempts to be impressive?

In a family whose older members speak little or no English, the son or daughter attending school may easily become a poorly adjusted member, seeming from the parental standpoint to have been poisoned.

A common by-product of education is ambition. The instructed person desires self-fulfillment or to win a higher place in society than his childhood companions deem him capable of filling. He grows away from them and they regard him as mentally ill or, as they might say, "poisoned."

All of us like to think of education as a medicine and not a poison. But medicines must be suited to the patient and given in proper doses if they are not to become toxic.

So Alluring!

Yes, we have no teachers—too few teachers, at any rate—and especially in the schools offering pitifully low salaries.

So what do we do to attract more persons into the profession?

We put up more hurdles for them to jump. We demand more courses in education; more studying in summer; more chasing around the country for interviews.

Nobody seems inclined to blame a school system that can afford it, for hiring only teachers with experience. But the more this custom spreads, the harder and more discouraging it becomes for beginners to break into the teaching profession.

Interviews are pretty necessary, but school authorities do not need to call candidates from long distances at their own expense. They do not need to summon to their inquisitions dozens of individuals whose qualifications as stated on paper are easily seen to be ill matched to the positions that are open. They do not need to keep an office full of applicants waiting while one or two first arrivals are hearing long speeches by the hiring authority on whatever comes into his head, mostly himself.

Name, if you can, any comparable vocation under the sun that makes more unreasonable demands, makes its applicants feel so unimportant, or pays—on the whole—a lower scale of salaries. The wonder is that people in their right senses still insist on teaching. Long vacations and tenure may be an irresistible lure to some. But unless teacher candidates of real ability and suitable character are encouraged, the recruits we get will not be the recruits we want or the recruits the children and their parents want.

SCHOOL AND THE CHILD AS A PERSON

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ALTHOUGH it is true that the home is the "real world" of childhood, it is equally true that the school will do more than any other agency to shape an adolescent's growth and development.

The school determines what informations a child will possess as his "framework" for living. It determines most of the skills with which he will be equipped for vocational and leisure-time activities as an adult. It helps to determine his emotional "set" and stabilities, his patterns of thought and action in community life. More than any other influence, it determines his evaluation of himself, both as an individual and in his relation to others.

The school's assay of the adolescent's abilities, his successes or failures, his acceptability or rejection as a citizen and a personality, is a final authority from which he has no true appeal. The evaluation the school makes of him, and the treatment his teachers accord him, is reflected to his home and throughout his community: it determines his relations with others in his own age-group; it modifies tremendously his relation with his parents and family; through permanent records, it follows him when he applies for a job, or when he goes into the armed services.

For these reasons, teachers and administrators of professional calibre are constantly questioning both their present procedures and their actual influence on the child as a person.

The Need for In-Service Training

Teacher-training is wholly inadequate for the present functions and needs of the schools, so that the best-informed teacher is often untrained for the work he would like to attempt. Even when a school attracts men of very high standard, in terms of "professional" training, there is an almost complete lack of any teacher preparation in terms of clinical psychology, personal counselling, mental hygiene, or home and community problems. Teacher training courses are preoccupied with such topics as the history of school systems, state history, statistical methods, operation of moving-picture projectors, and subject-matter as such.

Yet many schools still assume that a teacher who has been prepared in this way (or not "professionally" prepared at all) can be "turned loose" in a class-room anywhere, and that he will be competent to assume a dominant personal role in the lives of his students. In innumerable schools, class-room teachers with just such preparation as we have outlined above are also charged with the "guidance" of twenty or thirty-odd youngsters, with no provision for either adequate time or adequate privacy in their "guiding". Or teachers whose "special preparation" consists of six weeks' lectures in some summer "workshop" are bearing the weight of responsibility for the educational, physical, mental, and moral welfare of two or three hundred youngsters apiece, or undertaking "remedial work" for a school—the most delicate and difficult task in present-day education.

The results in such schools are self-evident.

Teacher-Child Relationships

From the primary grades on through high school, the child is forced into stereotyped acquiescence through the entire school day while adults pour upon him informations he must memorize in order to avoid scorn and humiliation the next day. His personal problems, his curiosity and interest in the actual world-around, his physical and emotional well-being or malaise—these are all laid aside as matters of no importance whatever, or else entrusted to the hands of unskilled, incompetent "counsellors" without time or privacy for him.

If he is unobtrusive, speaks only when spoken to, and is possessed of a memory which rarely betrays him, then he will "do well," be commended and praised. If he attempts to question either the truth or the worth of these informations or his own role, if he attempts to examine the words or draw them into conclusions other than those given him, then he is "impertinent" or "stupid" or "headstrong," and he will suffer accordingly. If his memory betrays him, if his physical or emotional condition interferes with attention or recall, he will fail, with that utter, abysmal, irredeemable failure known only to childhood.

Child Relations with Other Children

Success or failure, personal acceptability or rejection in the class-room, are prolonged outside the class-room itself. For children imitate the patterns shown them by us adults, whether we like to admit it or not. Even on the athletic field, where a class-room "dumb-bell" can sometimes redeem himself in the eyes of his peers, there is small opportunity for the child who is

"marked" as a misfit. Class offices and class honors, even membership in such organizations as the Service Club, the Honor Society, or the Newspaper Guild, are impossible for some students, either because of some group-classification or because of their individual status as determined by teachers.

The cliques and groups established by acceptability or rejection in the class-room do not extend only to the athletic field and school clubs. They extend to the fraternities and sororities (or their equivalents, which every school has), and into the community itself. They establish a caste-system among these youngsters which can not be broken in school without incurring teacher-disfavor, and which can not be broken outside school without losing one's own standing and reputation with the rest of one's group.

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"Individual Differences"

Yet again and again, the sole source of trouble, originally, proves to be the school's failure to meet the child as a responsible person. For a school which makes no provision for adequate counselling, for the development of individual initiative in the class-room or democratic respect for the individual child socially, is not likely to concern itself with "individual differences" in scholastic abilities. Often enough, such a school prides itself on its own disregard of such matters.

Such schools classify their pupils by "group intelligence tests" or some "placement test," and then proceed to give the same course-content to all groups, "watering down" the materials as one descends the scale of supposed capabilities.

The "transfer of learning" theory, like the idea of "discipline subjects," was a gross superstition half a century ago. And we have known for almost that length of time that the actual percentage of informations graduates can recall is so small as to be non-existent—unless the materials had meaningfulness in the youngster's own life when he learned them, and found practical use afterward.

Yet examination of these schools' curricula will establish three things:

1. The informations which their children are learning have no meaning in their present lives, no meaning for them in the immediate future, and, in most cases, no possible meaning for them at any time within the "period of forgetting" which will take the informations away.

2. The schools' curricula and procedures ignore entirely the problems, interests, and informations which do possess meaningfulness — present or future — for these youngsters, although the same materials the schools are now using could be applied to those problems, interests, and concerns with a minimum of intelligent effort.

3. Although we have known for decades that the only true measurement of learning is an observable change in behavior, these schools make no use of this knowledge. Success or failure are determined entirely in terms of the percentage of memorized materials which can be reproduced on test papers, and no effort is made to assess genuine progress in basic skills, social adaptation, or citizenship. (It is worth noting that the schools most addicted to this mediaeval custom spend the most money on "standardized tests," and the least time "breaking down" those tests for diagnostic purposes or ascertaining the effective transfer of skills into "real life" situations.)

Such schools try to justify their procedures by saying, "The colleges force us to do it." But the programs being carried on now in both public and independent schools, all over the country, prove that this is not so—and afford a practical demonstration of the tremendous role played by the schools in producing or eliminating problems of anti-social behavior, emotional instability, and acquired affective inadequacy.

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Summary

Supplementing the home, the school is the most powerful single influence on adolescent development in all its aspects, and on the production or elimination of community and personal problems in areas of social relations, morality, and mental hygiene. Although many schools have not discharged their responsibility in these areas, and many have exerted a deleterious influence, teachers who are truly "professional people" can make their schools a positive rather than a negative or undesirable agency.

The key does not lie in a course of required reading, whether of "Great Books" or "Small". Nor does it lies in the radicalisms of so-called "Progressive Education," or the platitudinous palliatives of the Dewey-ites.

It lies, rather, in intelligent concern for the child as a responsible person; in bringing into the classroom (through in-service training) the basic principles of sound educational psychology and mental hygiene, and in realization that the measure of success is not a statistical assay of memorized subject-matter, but intelligent analysis of acquired understandings, the ability to apply them successfully to new situations, and the personal development and well-being of individual children.

If the independent day school, with its greater freedom of action and opportunity for constructive experiment, can do these things better than public schools can, the day school is assured of survival and leadership. If not, it is assured of its own disappearance, quite shortly, from the American scene.

SICK TEACHERS

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WHATEVER ignoramuses may say, or easy as loafers sometimes make it, teaching is hard work. Therefore, health of body and mind is a minimum requirement for effectiveness in the classroom. It was Samuel Johnson who thundered forth, "It is so very difficult for a sick man not to be a scoundrel." At all events, it is hard for a person deficient in physical vitality to do a good job of teaching. Yet there is something to be said on the other side here. I know of one teacher who until the day before he went to the hospital for a major operation managed to conduct his classes in such a way that none of their members suspected that he was working under such a heavy physical handicap. Sometimes intellectual and spiritual vitality can supplement physical weakness.

But what about healthy-mindedness? An editorial in the JOURNAL OF EDUCATION for April, 1946, discusses the possibility of students encountering at some stage of their educational progress unstable or neurotic teachers. In an article entitled "The Scholar-Teacher" in the *American Scholar* (Spring 1946), Hoxie Neal Fairchild makes the following thought-provoking observations: "The teaching profession enlists large numbers of vivid, civilized, intelligent gentlefolks with a genuine passion for things of the mind. But it also has a fatal fascination for prigs, bluffs, drones, bores, and cranks. With the possible exception of the Christian ministry, there is no profession in which the inferior can persuade themselves that they are superior; no profession in which the lazy, once established in their positions, can do less actual work without getting into trouble, no profession in which the neurotic can more easily escape from reality in the illusion of serving mankind."

From its very nature an unusually large number of neurotics drift into the teaching profession, and there is no place in which they can do more damage. Since it is sociologically true that like attracts like, the off-balance student who is in special need of guidance and stabilization is the most likely to be susceptible to the influence of the teacher who is psychologically sick. Right here is a spot where the possibilities of a deleterious dominance are hard to exaggerate. School authorities often pay practically no attention to this matter. Up until recently educational administrators knew definitely little about it, although some of them, by means of shrewd human insight, came to the same conclusions which the modern psychiatrist has reached in other ways. Even today, though, if one judges by the questionnaires sent out by those employing teachers, this is a matter about which there seems to be next to no concern among many who should be giving it the most serious consideration.

Anybody who has been in close touch with educational institutions for thirty, twenty, or even ten years has come into contact with many tragedies of neurotic teachers doing unspeakably more harm than good. In *I Came out of the Eighteenth Century*, John Andrew Rice has a chapter of reminiscences of life in the Columbia Female College of which his father became president in 1892. In discussing the faculty he says: "The teachers were ill-paid in any coin, and unhappy; a few men flaccid and ignorant, the rest women, most of whom were zealously unprofessional." He further avers that the feminine part of this staff hated the girls, "as only disappointed women can." Although not all educational institutions are so completely neuroticized, the teacher who is psychologically sick is an ever-present factor. In mentioning a few of my personal contacts of this kind, I shall ignore the several instances which have come under my observation of teachers who should have been either in a penitentiary or a mental hospital. As a rule the sick teacher is a law-abiding citizen of good ideals.

In this connection I remember Dr. Eisenmeyer, a colleague in my early days as a college teacher. He was a native of Germany and had received his doctorate from one of the famous universities in his native land. How long he had been in America when I knew him, I do not know. In one sense he never came to America. Physically he walked the streets of an American college town; psychologically he was still in Germany. His nostalgia had reached the point of an abnormality. Most furiously he hated the United States and everything in it. He looked upon the young men and women who faced him in the classroom as the epitome of stupidity and frequently contrasted them to their faces with the superior students of his beloved-Germany and lashed them with the bitterest sarcasm. One of his pet antipathies was the English language. On a certain occasion when I spoke in his

German-language church he deliberately absented himself but apologized to me because he could not endure listening to an address in English. College yells, games, campus romances and all of the other aspects of the poetry of American academic life were deeply inscribed on the tablets of his abominations. There was little around him for which he did not cherish the most unmitigated contempt.

Here was a case of a hard-working, excessively conscientious man who was a decidedly negative influence. In those days the literature of education had much to say about "education as adjustment." And at the same time an important part of the education of a group of American youth was entrusted to a man completely out of step with his environment. Whatever his attainments, an excessively unhappy teacher cannot be a good teacher. An ill-adjusted teacher is a sick teacher.

Another of these tragedies, which came before me later in my educational experience, was that of Miss Milton. She was a member of a family of rather high standing, but something had gone wrong in her development. Her early forties found her a soured, singularly unattractive woman, whose favorite indoor sport was quarreling. And how hard she worked at it! There are everywhere a few souls so kind and good that it is impossible for the most contentious to pick a quarrel with them. This quality in itself made them particularly obnoxious to Miss Milton. On the other hand, when her pet personal antipathy left the institution she had a real sense of loss. Gone forever was the opportunity for those delightful verbal hair-pulling matches, which relieved the ennui of an otherwise barren existence.

This teacher hated her students, hated her colleagues, and eventually hated everybody. Since her intellectual life had never been especially vital, she thought exclusively in terms of personalities. In her immediate environment she became a chronic cherisher of grievances. Few of us are so fortunate as to go through our professional careers without feeling at times that we have been unjustly treated, but one of the surest ways for a teacher, or anybody else, to develop a twisted personality is to get into the habit of thinking continuously in terms of his wrongs, real or fancied.

This next case is one of which I can never think without some pangs. Sapphira was a student in my classes. She was attractive, quiet, neat, well-behaved, and studious. Since she lived in town, was rather retiring, and did not have an especially colorful personality, she had little contact with the life of the college. Students often shower honors upon a few and ignore the rest of their number. Sapphira was possibly a victim of this trait of thoughtless youth. During her college days she was likely a lonely girl. Since her record was good and her personality at least average, when she graduated I recommended her with a clear conscience and with some degree of confidence. She secured a position in a well-managed high school.

Several months after she had begun her work as a teacher, I met the principal to whom I had recommended her and, more to make conversation than anything else, I asked how she was getting along. "Terribly," was the astounding reply. Sapphira's years of obscurity had not prepared her for the limelight of a teaching position in a small town. She had become involved with the "society set" in Hickston and this had gone to her head. Soon all of the high school students coming from this group were calling her by her first name. She had really become "one of them." It was not long before her discipline completely broke down. The school had to be reorganized in order to relieve her of study-hall responsibility. She was reluctantly kept until the end of the year. All this happened years ago, but even yet the man who was at that time principal of the high school at Hickston reminds me that I recommended to him the biggest failure that he ever had.

Human nature is a highly complex subject. Psychological weaknesses crop out in numerous ways, and teachers are no exception to this general rule. For example, there is the teacher with the exhibitionist complex who is more interested in publicizing himself than he is in teaching. Another instance of the frustrated individual is the teacher who seems to have a congenital jealousy of all his colleagues. Sometimes this type specializes in trying to make students believe that he is their only friend, and that it is his main function in life to protect them from the tyranny of his hard-hearted associates. Another psychical aberration manifests itself in an abnormal fear of one's standing, a characteristic which results in playing down to student sentiment in such a way as to impede the real work of education.

Completely balanced personalities are scarce. Absolute health of mind like perfect health of body is, to put it conservatively, unusual. Perfection of any kind is hard to find among fallible human beings. The possession of a few "anfractuosities", to borrow a word from Samuel Johnson, does not necessarily make a person a failure, but the unprinted records of education are replete with cases of teachers with twists of mentality and personality which have made them baneful rather than constructive forces. The classroom is the worst place in the world for certain types of neurotic personalities.

Appointive powers should do their utmost to see to it that students are protected from the disintegrating influence of the sick teachers. But this is not all. Teachers deserve an opportunity to live lives conducive to health of mind and body. There appeared in the JOURNAL OF EDUCATION for February, 1946 an important article by George H. Henry entitled "Lonely

Teachers." It has to do with the teacher who feels shut out of the community in which he lives and works. Mr. Henry concludes with a mention of some of the great souls of the past who endured loneliness and then referring to the "lonely Teacher" ends with "and he can stand it too." Most can but some can not. Herein lies a social problem which cannot be settled by school officials alone.

Sometimes the sick teacher is an overworked teacher. The line of demarcation between health of body and health of mind is not easy to point out. An overburdened teacher is a tired teacher. Chronic fatigue is a form of sickness. A teacher who carries a normal teaching load, and then has all types of non-curricular responsibilities thrust upon him, or her, is working under conditions which if continued too long will result in depletion and neurotiscism. Teachers must have a chance to be their best selves.

REFORMING A GERMAN UNIVERSITY

HENRY L. BRETTON

BEFORE Hitler came to power, his brown-shirted rowdies raised the first and loudest clamor at Germany's universities. That was part of a strategy, well planned and audaciously executed. German students, at that time, had little prospect of finding employment after graduation and thus were ready for a demagogue's empty promises of mass-employment and national resurrection. And dissatisfied students are leaders everywhere, when it comes to the propagation of radical ideas.

Today we are facing a defeated Germany, a country out of which we knocked, for some time to come, all military and expansionist potentialities. To make certain that the Germany of the past never rises again, and that a peaceful nation emerges out of the ruins of Nazidom, we must pay much attention to those educational institutions—and their immediate surroundings—which put the finishing touches on the minds of her young men and women, namely: The Universities.

To illustrate my point, I choose for an example one University town located within the American occupational zone, the city of Marburg.

Marburg, situated in the northern sector of the American occupation zone, has scarcely been bombed. The railroad station and the surrounding buildings are out of commission, but the town itself with its university is left unscathed. As every place in Germany that still has firm roofs and unshattered windows to offer, has become a refuge for bombed-out persons, so has Marburg attracted more people than it can comfortably house. The result is a seething economic and political atmosphere, well studded with black-markets and clandestine rumor factories.

The city has a cultural heritage vested in its once great university. And since the armistice it has become one of the centers attracting that vast number of unemployed, uprooted academicians who, if continually barred from educational institutions, will become the reservoir for a reactionary movement. A German university town has normally all the features of a provincial community thriving on an acute case of megalomania. If frustration is added, as the result of de-nazification, the combination must prove to be a powerful source of discontent. And no words will have to be lost to prove the thesis that unemployed students and professors will always and everywhere constitute a powerful element in opposition to the existing order.

On the surface, Marburg presents a picture of calm re-orientation and of patient waiting. Organizational activity is restricted to charitable groups which endeavor to assist returning soldiers, to support destitute victims of bombings in other towns, and to aid out-of-town students. The few political parties meet and pass resolutions under the watchful eyes of Military Government. The town's only newspaper is run by a man who lost his editorship in 1933 because of his opposition to Nazism.

A new non-Nazi president was elected to head the university. But soon after election it became apparent that he did not suit Military Government and he had to resign. His attitude toward one point in the questionnaire, that had to be answered by members of the faculty for political clearance purposes, proved to be his undoing. The question was: "Did you, or did you not wish for an Allied victory over Hitler? If yes, who are your witnesses?" The elected president, and those on the electoral board who voted for him, considered an answer in the affirmative an act treasonable to Germany. The defeated minority, who were proud of their opposition to Hitler, finally won out for their candidate for president was subsequently installed.

"Christianization of Science" was another point in the platform of the majority group at the University's electoral board. If elected, the majority choice for president

promised to assure that study and application of science would solely be directed along christian channels. Pagan ideologies would be barred, and science would once again be at the service of humanity instead of being employed towards its destruction. This point of view was strongly supported by both major churches, the protestant and the catholic as well. It was opposed by leftist elements who feared a domination by the clergy. The combination of patriotism and clericalism, running second to Social-Democracy in the public's favor, was not trustworthy in the opinion of liberals among the faculty. Military Government officials, charged with the responsibility for complete de-nazification — at that time—had to intervene, forcing the resignation of a man who could, at some time in the future, prove to be a loophole in the de-nazification dragnet.

For want of acceptable teaching personnel and purified texts, only some of the University's departments could be opened. The medical department, high on AMG's priority list, and the departments of theology and philosophy are already in full session. Lack of travel facilities, the room shortage, and displacement of families further aggravate the situation on the campus. The professors, deprived of their comfortable homes by requisition, partly by sharing their rooms with other families, complain that they are unable to find either the space or the atmosphere necessary for preparation of lectures. The non-availability of coal and the scarcity of wood renders their homes at present useless for study during a large part of the day. Military Government, during the fall of 1945, exhorted all citizens to staple wood supplies for the winter. But a professor, engaged in multiple activities during the months preceding the opening of the University, could not find the time to go out into the forest for fuel. Thus it is not an unusual picture to find a dean of a department during the afternoon hours, wrapped in coat and scarf, trudging towards the nearby woods in search of wood to burn. Food, of course, is one necessity scarce to all Germans.

Uncertainty about the length of American occupation, and about the duration of any announced Military Government policy, is another factor that causes widespread concern on the campus as well as in all walks of German life today. In conversation with various German professionals, and especially with university professors, one notes that the constant fear of changes in our official policy makes for corresponding indecision and caution among the Germans. A child that has been burned once, spurns the fire. No one in Germany today wants to bet again on the wrong horse. And educational men are the last who will expose themselves for criticism and possible persecution, should a change occur tomorrow. Thus, political discussions on the campus are carried on with an air of diplomacy, generality, perhaps even double-talk. The professors do not care to associate themselves openly with any one party, policy, or trend. One can only appraise their opinion on controversial subjects by proper interpretation of certain acts and decisions, such as the vote for or against the disposed president or the acceptance or rejection of a certain faculty member in their midst. The dean of the philosophy department, Professor H., a writer, preacher, and valiant anti-Nazi, sent his wife to join the Christian-Democratic party for the above mentioned reasons.

It is the opinion of the faculty members, however, that Military Government — under its present policy—shows a basic understanding for their problems. Regret has been voiced over the too frequent changes in American supervisory personnel assigned to do liaison work with the University. As soon as the department-heads have become accustomed to the attitude and to the system of one American officer, this one will pack up and go home, and another will arrive, bringing with him an entirely new point of view and different interpretations of existing directives. But aside from this consequence of the rapid turnover among American occupational forces, German educators have come to appreciate the type of American College representative usually found in supervisory positions at German universities in the U.S. zone. Also much useful work along the lines of selling "The American Way" to Germans has been done by GI soldier-students who engage in social intercourse with the members of the faculty. In this connection one event may be mentioned that sent the academic tongues wagging all over the campus, namely a dinner given to members of the faculty by the Commanding Officer of Marburg's Military Government Detachment. The cause for all the excitement: The Colonel cooked the dinner himself.

As far as humanly possible, AMG has screened the forces employed at the University for their political past and for their present views on various subjects. National Socialists have been expelled and are ineligible for re-employment. For better or for worse, however, the fact has to be accepted that we must deal with Germans in our endeavor to re-educate Germany's youth. The professors and instructors may never have belonged to the Nazi party, yet they have lived in Germany for all their lives and have naturally come to accept views that are pronounced German and not at all in line with our thoughts and conceptions.

Under the Potsdam Declaration, we are dedicated to the task of bringing Germany back on her feet and re-educating her youth. For that purpose we must listen to those people whom we trust with the execution of that gigantic undertaking: The educators.

The teaching forces must at least have approximately that amount

of comfort and security that is required for that kind of work. We must ascertain that smooth, continuous cooperation is assured on the part of American supervisory personnel. And last, but not least, we must see to it that the students are granted a limited degree of economic security while studying, and a reasonable chance of employment after graduation be given to them. To enable members of the faculty to advance and to promulgate democratic views and ideals, we must give them political security, a farce, if we withdraw from Germany now or a year from now, or if the political situation gets out of hand in the rest of the country. While we are talking of a ten-year occupation, the rapid disintegration of our Armed Forces does not go unnoticed in Germany. And those professors who are teaching today, remember only too well the student demonstrations of 1932 and 1933 before the ax fell, depriving them of their jobs. In the shadow of the University's walls, there are those elements lurking that have been thrown off the campus because of party affiliation. They are plotting to return. Insecure lecturers and students without prospects of employment are ready prey for subversive designs. If we do not want to sow the seeds of reaction in German universities, we must punish the guilty, but must support, without reservation, those forces that have come forward to work with us for a better, a democratic Germany.

THE BRONX AVERTS A RACIAL CRISIS

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NEW YORK'S Harlem has for years suffered severely thru overpopulation, so that even before war work had improved their economic lot, Negroes had been leaving Manhattan to seek more comfortable quarters. The trend was greatly accelerated at the beginning of the war, until today there are three subsidiary Harlems of considerable size: one in the Bedford-Stuyvesant section of Brooklyn, one in South Jamaica (in Queens County), and one in the Woodstock or Prospect Avenue area of the south east Bronx. The present writer is assistant superintendent of schools in charge of the south Bronx area.

The suddenness of the impact of the new population may be judged from the fact that one school in the area changed over from a population of 1400 white children to one of 1500 negroes and Puerto Ricans in a single school year. To add to the difficulty, most of the children were from the deep South or direct by clipper from Puerto Rico. Their parents had found no foothold in Harlem, and moved on at once to the Bronx.

Eight of the thirty schools in the south Bronx had soon become black or mixed, and the usual troubles began. The present writer, as a member of the Executive Committee of the borough Interracial Conference, was called upon to conduct a series of hearings which revealed the explosive possibilities of the new situation. As a result of these hearings, a series of three institutes was arranged in February and March, 1942. All teachers and supervisors of the eight schools were required to attend, time being taken from school staff conferences, so that no hardship was imposed.

The institutes were addressed by Negro and white leaders, and discussion-periods were very lively. They revealed how much the teachers and principals had been taken by surprise. Many of them had taught for twenty years or more in these same schools, thru a whole generation of studious Jewish pupils who vied with one another for academic honors. In addition to the natural and understandable intransigence of teachers and principals, there was complete bewilderment as to how to get any hard work out of the new pupils, how to induce the parents to cooperate, how to get the pupils to come to school at all, or to remain in their seats when they did come.

Teachers "wanted out" in droves, and a no-transfer lid had to be clamped temporarily on the area. Instead of permitting wholesale transfers, the superintendent asked the principals to choose a teacher from each of the schools to act as "intercultural chairman" of the school, and the Woodstock School Conference was set up, to anticipate further difficulties as the neighborhood continued to change, and to prepare the teachers to handle the new type of pupil and parent.

The machinery is very simple and informal. Each month (except September and June) one of the eight schools acts as luncheon host to the Conference. In addition to the eight intercultural chairmen, the principal of the school and the assistant superintendent, half a dozen local celebrities are asked to attend: the group is always kept between fifteen and twenty. Thus in the course of four years most of the important Negro clergymen, doctors, lawyers and journalists have attended at least one luncheon and several have been to two or three.

Lay visitors are asked to arrive at eleven o'clock and are escorted

around the school for an hour by the principal. Luncheon is served at twelve-fifteen and discussion starts with the coffee and lasts until two o'clock. While in most cases no formal agenda is prepared, the principal and the superintendent agree on how the conversation is to be steered, and the discussion is a two-way process.

Teachers ask for advice and help in handling difficult situations, and exchange information concerning methods, good books, and so forth. Lay visitors are asked to bring questions or complaints, or to offer advice to the teachers. Often one of the visitors will offer to get into a particular case and apply pressure that a white teacher would not attempt. And of course the teachers sign up the visitors to address school assemblies.

The Conference has helped to scotch ("not kill") many of the myths concerning discrimination by the schools: the story about "Jim Crow" district lines, and the one about forcing Negroes into the vocational high schools being hardy perennials. (Actually, in New York City just now, it is harder to get into vocational high school than into an academic high school.) At least the school people feel that some influential voices will be raised in the community when such a story is next resurrected.

A further gain has been achieved in enlisting the sympathy of most of the gentlemen of the press. All the Negro papers have established offices in the Bronx, and they were tempted to play up school complaints in the beginning. Now the conservative editions call up a school before printing a story, and even the radical sheet during the past term printed a retraction when visited by a principal and a group of his teachers.

Parents' associations, which had shrunk to nothing, have been built up with the Conference, and several Negroes have been appointed to local school boards. Because the parents' associations have reached a good cross-section of the community, they have been spared from the curse of radical leadership that has plagued parent groups in other Negro areas.

It will have been noticed that little has been said about Puerto Ricans. This is not only because they are much fewer in numbers than the Negroes, but because they have been much harder to reach. Most of the parents speak little or no English, and in several schools principals, clerks and attendance officers have had to study colloquial Spanish to make any contact at all. Puerto Ricans seem to have a fear of officialdom, and even if lured to a single meeting will not attend regularly.

Last spring a conference luncheon was devoted to the Puerto Rican problem. The luncheon—chicken with rice—was prepared by several of the Puerto Rican parents, and was thoroughly enjoyed by the conferees. The discussion was not so enjoyable. The principal had invited several of the evangelical clergymen who have chapels in the neighborhood and who had volunteered to enlist the sympathies of their countrymen. They led off by saying that Puerto Ricans were not very cooperative with American officials because they resented being mistaken for Negroes. After that, a very jolly time was had by all.

From this brief description it may be seen that the Woodstock School Conference does not set itself up as a panacea for interracial troubles; it merely aims to be an easy, pleasant, very real means of bringing the school point of view before the neighborhood without any fuss and feathers. The permanent members of the Conference feel that they have learned a great deal from leaders of the neighborhood groups, and that they have averted many of the troubles that beset Harlem a generation ago, by anticipating the existence of complaints.

Attendance has improved in these schools, so that several times Negro schools have led the South Bronx. Discipline has become less of a problem, not only because the pupils feel that they are wanted, but because the teachers have given up trying to expect the academic results they used to achieve, and have settled down to a remedial program to offset the deficiencies of Southern and Puerto Rican education.

Best of all, from the supervisors' point of view, teachers no longer ask in large numbers for transfers. Many of them have seen how easy it is to win these children through singing, dramatization, and a colorful arts and crafts program, and have taken a new interest in their work since it is so easy to see the tangible results of their teaching.

One day several months ago, the present writer and the principal of one of these schools passed the open door of the auditorium just as a roar of laughter went up from about two hundred Negro children of the fifth and sixth grades. Not without trepidation the two supervisors retraced their steps and sat down in rear seats. The assistant pincipal came back to explain that the children were dramatizing the sad experience of a bad boy in school, and that the Negro boy who represented the principal had just come on. The visitors moved to the front of the room, and as they were recognized another roar of laughter went up, followed by dead silence so as not to miss the lines.

During the next ten minutes the Negro boy gave a delightfully accurate imitation of the principal, very much appreciated, and followed with rapt attention. That these children could be brought to so high a state of appreciation that they could behave as perfect audience-members seemed a miracle.

"I hope you don't mind the clowning," said the principal, "but my contribution to education will be known as the system of controlled horse-play."

FLAG-WAVING, 1946 STYLE

LOU ROGERS
Public Schools
Fayetteville, North Carolina

SEPTEMBER 1946!

The Stars and Stripes are proudly waving over red brick schoolhouses. The bells are gaily ringing. Children, some skipping happily, some trudging dolefully, are filling schoolhouses again. There comes the thrill of meeting the new classes and learning the new faces — happy faces, sullen faces, serious faces, mischievous faces. Those faces can change a lot in nine months; so can the minds above the faces. There is so much to give and so little time in which to give it. In spite of the low salaries, the exacting demands, the endless problems, the tense moments, the nerve-wracking experiences, and the numerous criticisms that lie ahead, there is something as wonderful, as complex, as enduring, as timeless, and as symbolic about "school-opening" as there is about the flag floating above the building.

There will probably be less public flag waving this year and more drill in reading and writing and arithmetic; more time too, for music and art and nature study. During the past five years our time was so filled with drives, campaigns and collections that there was little time left for systematic study. We worked every minute, using every mite of our energy to meet our "schools at war" programs, and in between our tin cans, scrap iron, excess fats, waste paper, Red Cross, victory gardens, war stamps and government bonds, and a hundred and one other duties or opportunities, wherever we could, we crammed in some of the basic studies and a skimming of the arts.

Things will be different this year. There will not be those tense moments we shared with the youngsters over their fathers and big brothers, on the alert, leaving, gone. There will not be the grief we shared over reports of missing in action or killed in action. There will not be the wild exultation we shared over loved ones' returning, but there will be something else, something we must not let go as we settle down to our work.

Our new year will be calmer, perhaps happier. Some of the tenseness and uncertainty will have disappeared. Some of the grief will have been softened by time. Some of the enthusiasm of doing things for one's country, some of the "oneness" will be gone. And yet, one of the greatest problems America has yet had to face, will be sitting silently in our classrooms, waiting for us to do something, encircling these boys and girls, forming their opinions and their attitudes. Tomorrow, will they join in peaceably solving the problems of the world, or will they too, go out as their fathers and grandfathers before them have had to do, to destroy and be destroyed?

What they may feel and think and do, brings to mind an incident of last May. There had been patriotic exercises, the salute and the pledge to the flag. Much to my embarrassment, three of my little third graders nudged and pinched and giggled and had a circus of their own, as the impressive program was being held. I made a mental note. Their punishment would come later.

The hours hurried on. The day was filled with interruptions; the afternoons with inquiring parents and the endless reports a teacher has to make just before the closing of school. I simply forgot to mete out punishment where punishment was due.

Two hours after the last "Good-by, Miss Rogers," I was still at my desk working, and in between each set of figures, I asked myself, "Why do you keep at it? Why don't you get out before it's too late? Why did you ever come back to the classroom? Whatever made you think you could teach school anyway?"

Suddenly, with all the noise and clatter little third graders can make, my three naughty boys descended upon me.

"Miss Rogers, the big boys forgot to take down the flag! A storm's coming up! Our beautiful flag is going to get wet! Please, may we take it down?"

Wearily, I got up from my desk and walked up the hall to the front door to watch. No monkey-shines now, only a serious purpose and a cooperative spirit working swiftly together to get that flag down, folded correctly and saved from the storm. I had failed in my duty but somehow these three small boys had followed through. A lump rose in my throat as I thought of all the big boys who too, had laughed at flag-waving, but later when seeing their flag in danger, had left their play and followed thru even in death, for that flag.

Then with gay goodbyes and a last warning from the leader of the crew, "Better quit and go home, Miss Rogers, before the storm catches you," they were gone as noisily as they had come.

Somehow I was no longer weary. Here was the answer. Each year there would be more and more boys and each year there must be

teachers, teachers who in spite of all their "shortcomings", would live to see bad boys follow thru in emergencies. The flag, though neatly stored away in its drawer in the office, was still waving in my heart.

September! Leaves falling, grass turning brown, everything going to seed; even our teaching, maybe. Yet, if we do our best, we can surely know, that when spring comes young minds will blossom out in new coverings, new coverings that we will be helping to develop even as we go back to our classrooms.

Nine months is not a long time. By next summer, some of us will be having homes with private occupations, a great number of us will have found more lucrative jobs, many of us will be attempting new careers, a few of us may be finding fame and fortune in other fields, but that is tomorrow.

Today is here. Our contracts are signed. The schooldoors are open. The schoolbells are ringing. The children are entering the rooms. Our opportunity is now. We must keep the flag waving in our hearts.

THE OTHER TWELVE PERCENT

JOSEPH H. BOHLINGER
Principal, Arnold School
Newport, Kentucky

MINA WANGER in her recent article entitled, *Attendance 88 Percent*, brought out many interesting points and suggestions for the improvement of school attendance. However, a more thorough analysis of the attendance situation should bring other facts to your attention.

The root of the poor attendance problem, I believe, is in the home. If the parents are not interested in sending their children to school regularly what can the teacher do about it? Yes, she can visit the home and talk to the parents about Jimmy or Mary, and thus have a better understanding of his or her home problems and background. This information will prove helpful at school, but when Jimmy and Mary fail to appear at school with some degree of regularity, the teacher's training, planned programs, and abilities are for nought.

Parents too often encourage and promote poor school attendance through their own words and actions. They influence the child's attitude toward the school. Mother has to go shopping or to a club meeting, so Susan is kept home to tend the baby or clean up the house. The next day the teacher receives a note stating that Susan's absence was due to illness, toothache, or a sore throat. There have been cases in which both parents are working and the older children take turns staying home from school and tending the small baby. Is it fair to ask children to assume a mother's responsibility?

When Jimmy needs a new pair of shoes, or a haircut, the most convenient time to tend to such matters is during school hours. And it's quite legitimate for Tommy to take the afternoon hours to go uptown to pay the gas and electric bill, or for Jane to stay home all day to help her mother with the laundry! Let's not forget the boy who had to go to the veterinarian to get medicine for his sick dog. It took all day to do that! After everything else, school comes first.

Did someone mention a trip to the country and a week or two on Uncle Bill's farm? Let's go now! So off the family goes for a vacation, not only on rare occasions but several times during a school year. At the end of the term when Mother and Dad look at the report card they can't understand how Junior got so many F's, and why he was not promoted. Of course, all the blame goes to that blankety-blank school and that crabby, sour-puss teacher. The 45 days absence out of 200 days of school is overlooked, along with the frequent trips to Uncle Bill's farm, the shopping tours, and the family chores done on school time.

Parents, as well as children, like to play "hide and seek"—with the attendance officer. It's great sport to move during the night to another section of the city, and let the children stay out of school until the attendance officer finds the family again. What if it does take him a week or two to get them back in school? It was a glorious vacation! Attendance officers are about the meanest people on earth! Why don't they let George sleep late every morning, especially after he has worked at the bowling alley the night before until 1:00 A.M.? Don't they know that twelve year old boys need at least nine hours sleep? Anyway, George can go to school at noon.

Such incidents may sound far-fetched but they are true facts and everyday occurences in our school and many other schools. A day spent in the field with your attendance officer will give you a sociology lesson you will never forget. In the poorer sections of town you will find abhorable conditions; two or three families living in two or three rooms in a house that is not fit for a dog to live in; no water, no toilet facilities, window panes broken out, stairsteps missing, and dirty, half clothed children running about the place.

By now you are wondering if such conditions are reported to the

proper authorities. They are; and the parents are cited to court and reprimanded by the judge. Then conditions are better for several weeks. After that you are right back where you started. If the father is sent to jail the family has no means of support; if the mother is sent to jail the children have no one to look after them; if the parents are fined they won't be able to pay the rent or buy food; and finally, if the children are taken from the parents, the parents are relieved of a responsibility. The public pays the bill while the parents have a good time.

A final blow is given compulsory school attendance laws by court officials who refuse or neglect to serve warrants on delinquent parents, or who fail to prosecute cases involving school attendance.

Expert teachers, attractive, well planned programs, fine school buildings and good equipment cannot bring all the children to school when parents are not interested in their children or the school. What we need is strict enforcement of the compulsory school attendance laws in every community. Attendance officers need the backing of court officials more interested in improving their communities than in votes for the coming election. Some teachers may be responsible for a lack of interest on the part of some children, but they are in the minority. School attendance can and will improve when schools, parents, social agencies, churches, and the courts cooperate to the fullest extent. Then we shall have well educated American citizens.

A WORK-STUDY PLAN FOR BUSINESS PUPILS

EMILY D. THOMPSON
Dept. of Business Education
Rochester (N.Y.) Public Schools

OUR PRESENT cooperative office training program was organized in the fall of 1943 in four of the eight public high schools. Under this program, pupils attend school during the mornings and work a minimum of fifteen hours per week during the afternoons and Saturdays.

The program is open to twelfth graders of "employable personality," who through their business education study have acquired the ability to perform some type of office work. Two units of credit are given, one for the daily two-period class in office practice, and one for satisfactory performance on an office job. In Rochester, high school registration for the fall term occurs during the preceding spring. Eleventh graders are then informed of the opportunity for cooperative office work during the coming year. The names of those desiring to enroll are sent to the coordinator who checks their records for attendance, marks and general ability. Each prospect is then interviewed by the coordinator. Not all pupils desiring to enroll have been accepted. In most cases, the undesirable ones do not want to take the work and be busy so much of the week.

The coordinator is responsible for making placements. By the end of their 11th year, many pupils are placed so that they can work full time during the summer vacation. Jobs are located through contacts with office managers, members of NOMA; from calls for workers to the business education office; and from requests to school counselors. If the prospective employer is a desirable one, a pupil is sent to make application. Both the employer and the prospective employee understand that the applicant must be satisfactory or he will not be hired.

Before he goes for his interview, the pupil receives a card of introduction and is reminded of how to apply for a job. The employer indicates on the back of the card whether the applicant is accepted and mails the card to the director of business education. Some companies give clerical aptitude tests which govern placement. After a pupil has been accepted, a memorandum is sent to the employer, reminding him of cooperative program requirements. The pupil receives a copy of this memo.

Last year 31 firms ranging from very large to small offices where only one girl was employed, were cooperating: manufacturing, 11; wholesale organizations, 4; retail stores, 9; Board of Education; Chamber of Commerce; biological supply company; printer; photographic studio; mail order house and an insurance company.

The wage rate for these part-time jobs varies according to that paid by the individual firms to beginners. The average hourly rate of the present group is 50 cents. Most of the participants receive at least one pay increase during the year.

Our present range of assignments is from messenger to bookkeeper, dictaphone operator or stenographer. In some cases, the type of work changes so that the pupils receive a variety of experience. The larger the organization, the more routine the duties assigned the part-time employee.

Should a pupil fail to get along where first placed, arrangements

may be made for transferring him. Before this is done, however, the case is studied, and any necessary retraining given. Pupils not immediately placed on jobs are expected to remain in school during the afternoon and are given special class assignments. They do not forfeit work-experience credit, as they have an opportunity to demonstrate their ability through in-school and later on-the-job work.

We ask employers for three reports a year—one after the pupil has been on the job two months; the second at the end of the next two months; and the third, in early May. An attendance report is also required. The final report contains a request to check improvement made by the pupil during the year. The coordinator makes a record of each report, and then forwards all reports to the teachers, who hold individual conferences to discuss ratings. Should a report show a pupil below average in general, the coordinator makes a special investigation of the case.

Teachers are encouraged to visit the offices where members of their classes are employed. Appointments are arranged by the coordinator so that not more than teacher will visit an office the same day.

The average time put in on the job by the present group is 20 hours a week, with some of the group working as many as 24. Employers are informed when school vacations are coming and they and the pupils make arrangements for these periods of time. The majority of pupils seem to prefer to work during vacations.

In addition to office practice, the majority of pupils study English IV and American History. In special cases, pupils wishing to take an additional subject are accepted in the cooperative program, subject to finding an employer willing to place them on a job later in the afternoon than is usual.

The course of study in the office practice class is flexible to permit the pupil to develop the skills for which he is best adapted. Training

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in office machine operation is given and office techniques and information covered in previous courses are reviewed through application to practical assignments.

At the beginning of the school year, the teacher administers a series of inventory tests in English, shorthand dictation and transcription, typewriting and arithmetic. These tests, together with personal data sheets, aid the teacher in making individual assignments. It is recommended that a pupil be assigned to one project for 20 periods, in order to approximate actual working conditions. Pupils are responsible for their own projects, leaving the teacher free to observe the members of the class and make individual suggestions. Pupils are expected to learn how to check their own work so they may become more reliable office workers.

If it seems advisable to give special training so that a pupil may get a better start on his job, this is done—e. g., mimeograph operation may be taken up in class with a pupil assigned to that department in the office where he is to work. In general, however, we follow the course of study rather than shift our assignments to fit individual jobs.

A survey of our first two classes shows that 44% of the 1944 group and 64.5% of the class of 1945 are now employed by the firms with which they had cooperative training. Early in May, a letter from the director of business education is sent to employers, reminding them that cooperative pupils will graduate the following month and be ready for full-time employment. We make no guarantee of full-time placement, however.

Through the cooperative office training plan, the business education department has become more widely acquainted with business and business needs in the community. Business men are realizing more and more that the public high school is a source from which trained office workers may be obtained. The cooperative pupils believe they get more complete, better rounded training through the combination of classwork and office jobs. They appreciate the "paid experience" which enables them to command better jobs for their first full-time positions.

Through the work-study program the opportunity presents itself to take up more effectively the personal problems that a young employee encounters in his adjustment to working conditions.

DOWN VALLEY POINT WAY

MARY NANCY MARTIN
Valley Point School
Dalton, Georgia

DOWN in the rich, green hills and red clay of Georgia, five miles from the town of Dalton, on Highway 41, just across the overhead bridge, lies a low, brick schoolhouse — Valley Point. It is the largest rural school in Georgia. It belongs to Mary Jones, the daughter of a progressive farmer, and to Johnny Smith, son of a bedspread plant foreman.

A tall man wearing overalls and a blue denim jacket drives up to the schoolhouse in a small truck and unloads sweet potatoes for the school lunchroom. A young housewife chats with a teacher as she goes to the cannery to help preserve beef for the children to eat during the long, winter months.

Valley Point is a friendly community center. Its present principal, Mr. I. V. Chandler, a hospitable, enthusiastic educator, has a rich vision for youth in a changing world, and he is spending no little effort in converting this dream into reality. Today, approximately one thousand students and twenty-six teachers in eleven grades are planning, playing and creating together.

Let's spend a few hours at Valley Point and watch the children at work.

First, let's pay an unexpected visit to Miss Jessie Brown's fourth grade art period. A bare, brown table with a crudely constructed easel, a muffin pan, and a roll of rough paper are some of the implements with which the children are working. With expert craftmanship two ten-year-olds are mixing tempera paints. A small fellow with large, serious eyes hurries over to the easel, and with marked impatience, begins with large, bold strokes of the brush. Soon an airplane is making a landing through a stormy sky.

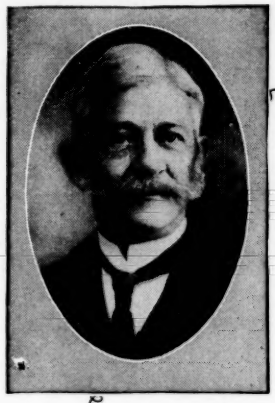
Through an enriched art program, many media are used for art expression. The children are encouraged to use the materials which are native to their community. Many useful articles for the school are made during these periods—neat birdhouses of plywood for the playground and mud scrapers of wood and soft-drink bottle tops for the doors.

Next, let's make our way to one of the attractive first grade rooms. It is creative writing period, and a congenial circle of youngsters is ready for a period of enthusiastic work. The teacher, inconspicuously seated within the group, begins the conversation:

"What shall we write today?"

Almost unanimously a story is agreed upon. This prompts another question, "What shall be the subject of our story?"

Here the answers are certainly



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not unanimous: "Jack and Jill," "Little Red Riding Hood," "Blondie and Dagwood and Cookie." Finally a small red-head has an idea which strikes an affirmative note in the group, "It snowed the other day. Let's write about that."

Voluntarily a small youngster announces a beginning sentence, "We like to play in the snow."

The story progresses nicely, each child feeling free to contribute a line. A tiny tot adds the line, "The snow is white." Someone immediately makes an interesting comparison, "Delores' hair is white too."

As each line is given, weighed in the balance, and finally accepted, the teacher carefully prints the lines on the board, and each tiny eye follows her hand.

WE GO IN THE SNOW

We like to play in the snow.
We like to make snow cream.
We threw snowballs.
We like to slide on the snow.
The snow is white.

This story is the basis for a reading period, and you would be surprised to find how few mistakes a six year old will make in reading a thirty one word story of his and his classmates' making.

Now, let's look in on a practical health game which is being played in Mrs. Julian Smith's third grade. It is just before lunch time and a lesson on nutritious foods is appropriate. The children are intensely interested in a miniature cardboard panorama of foods placed on the chalk rack at the base of the blackboard.

"Let me choose a lunch today," urges a tiny boy from the back of the room. A neat little girl is standing near the foods, assuming the role as hostess. The little boy selects what to him is a model lunch, and as he hands them to the hostess, she carefully arranges them on a table near-by. When his selections are complete, several children hold the menu before the group for its approval. A dietician could have done no better—cream of tomato soup, lamb chop, turnip greens, baked potato, butter, whole-wheat bread, milk and cup cake.

"Let's make a statement as to why each of these foods is important," suggests Mrs. Smith.

The child holding the glass of milk begins, and the others follow:

"I am sweet milk. I build strong bones and teeth because I give you calcium."

"I am turnip greens; I give you vitamins and minerals. I give you iron."

A chubby, little girl steps up to choose a menu. An undertone of disapproval surges through the group. Oh—a serious violation of menu selection—We should never have chocolate pudding and lemon meringue pie for the same meal.

Mrs. Smith enthusiastically tells us that many children who would never gain knowledge of health from the dusty pages of a conventional health book, through this experience may gain an insight

into the proper eating habits, and the foods they should have.

It is Monday morning, so let's sit in on a Junior Council meeting which is now in full session. What is Junior Council? It is the junior law-making body of Valley Point Grammar School. Around a table, in a very professional manner, sit nine students and two teachers—pencils and notebooks in hand. The youngsters represent the first five grades — representation ranging from one in the first grade to three in the fifth grade. They were elected in regular, democratic elections by the student body. They meet once each week to present the ideas of their teachers and classmates for discussion.

This morning, the topic seems to be quietness.

"We should all remember not to talk loudly in the halls," suggests a fourth grader.

A first grader carefully words her contribution, "We shouldn't be going around to the other rooms knocking on the doors to borrow things."

Other ideas find their way into the discussion:

"We shouldn't put our napkins in our glasses at the cafeteria."

"What are we going to do about dust pans 'till the war shortage is over?"

A chairman is seated at the head of the table, ably directing the discussion.

Suggestions are made, recorded in notebooks, and carried back to the rooms. Typewritten copies are given to school authorities. These youngsters are getting practice in the democratic principles that will guide their lives when they are Mr. and Mrs. Voting Citizen.

Day after day hundreds of children are entering the doors of Valley Point School. They are not merely learning for nine months; they are living for nine months.

It is the sincere desire of Mr. Chandler and his staff of educators that hundreds of young people will cross the overhead bridge in the days to come, prepared to contribute their part to a great democratic society.

RENDER UNTO HOMER

OPIE B. WHITNEY

MANY NOTED scholars have studied *The Odyssey*, singing its praises, finding and bringing to light new gems, impregnating it with new meaning, enriching it with illuminating notes and interpretations. The over-emphasis on the excellence of the work, as well as on the virtues of the hero, has offended my sense of—for the want of a better word—balance, and I would like to look at the poem from another angle. I should like to present my view of it, naked and bare, untinted by the "rosy-fingered" past, and unadorned by the elaborate antiqued-gold frame of notes and commentaries.

Greece is no longer a faraway, mysterious place. It is just another little European country inhabited by ordinary human beings struggling for their daily bread. The Aegean Sea is no longer uncharted and fraught with unknown dangers, but just another little *mud-puddle* beside our immense oceans of today. Our weather is no longer pointed out by the "rosy-fingered dawn," but forecast scientifically by our weather experts. This, then, is the setting stripped of its glamour.

I know that Homer was great. He must have been. He could not have survived so long and so lustily even with the aid of his indefatigable literary boosters without this germ of greatness. I think, however, his genius lay in his power of song. He was undoubtedly a wonderful bard. And music — rhythm — poetry — whatever you choose to call it—is timeless and deathless. It is universal and basic, unchanged by the discovery of new worlds, or by the shattering of the old. Words, scenes, customs, ideologies change, evolve and grow, but music is elemental—the melody lingers on.

But even this melody is lost to me, and to you, who have to depend on the translators. For no translator, however much he is en rapport with his subject, could possibly capture and render the music as well as the content, and—what is even more important—that intangible configuration that goes into the making of any work of art.

With the foregoing qualifying remarks I present *The Odyssey* as I see it today.

First, what was the author's purpose in writing this story? Were you ever insulted, beaten, frustrated, humiliated, or made to feel inferior through no apparent fault of your own? And did you find a certain solace in going off into a corner to sulk and to nourish your battered ego on dreams of heroic prowess? Of course these dreams were illogical, distorted, and most untrue, but very beautiful and soothing. For you, the story probably ended there, and the world never knew of the wonderful still-born hero of your dreams. But Homer was a bard. He had a gift for song. His dreams, just as distorted and illogical as yours, blos-

somed and flourished in song—in song so beautiful that the content was unimportant, or forgotten. (Or should have been.)

Let's take a look at the content. One of the essentials of any story, good or bad, is that the characters must ring true. They must have certain traits, which may develop, but not change. These traits are brought out through action in the story. Does Homer bother to develop Odysseus' character by putting him on the stage and letting him act? No. He dubs him "wise" Odysseus, and then makes him so dumb that he doesn't have sense enough to find his way home when the war is over. The other Greeks get home, but not Odysseus. Aeolus gives him a bag of wind, carefully tying it up for him with specific directions as to how to use it, making his tense journey all but foolproof. But the "wise" Odysseus uses the bag for a plaything, and his crew know enough about tying and untying knots to release the winds, and Aeolus is again stuck with Odysseus.

Odysseus had spent his early life on a farm; yet he lets his men nibble on poisonous leaves. He takes what is left of his men to call on hungry cannibals. Then he picks a quarrel with the Poseidon family, the very people who are in position to help him most in his present dilemma. The *wise* Odysseus!

The "heedful" Penelope. What did she ever do but surround herself with lovers who flattered her, lived on her bounty, ravished her maids, and drove her son away from home, while she sat knitting and raveling out what she had knitted?

The "discreet" Telemachus. What did he ever do, discreet or indiscreet? Just hung around the palace till he grew up and got bored, and then set forth upon the sea to have some adventure of his own. Was this discreet?

Even in the so called pulp stories, where characterization is necessarily minimized so as not to retard the action, the characters are developed to some extent—particularly the principal characters. Even the minor characters are never limited to just an adjective—they are at least given a tag. For instance, a pulp writer, instead of just dubbing Odysseus "wise", would have given him dark-rimmed glasses perhaps, and made him keep his mouth shut, thus putting over the idea of wisdom. "Heedful" Penelope would be presented looking under her bed nights to make sure none of her wooers were hiding there. (Or, perhaps to make sure the right one was there). While the "discreet" Telemachus would never be allowed to appear without his umbrella and rubbers. This kind of characterization is the absolute minimum required in the minor characters of the pulp story. The popular story of course demands much broader characterization, and the literary story may be devoted almost entirely to character

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analysis. So much for characterization.

Another essential of a good story is that the protagonist work out his own salvation, without benefit of coincidence or the aid of other characters. The author endows him with certain traits, throws certain obstacles in his way, and lets the hero work his way to safety by his own prowess, or succumbs in the attempt. Did Homer do this? No. Odysseus is unable to make a move—or even to know when a move is expected of him—without a god or goddess to advise him and to push him around.

For eight long years Homer left him on an island, and finally had to send a goddess to tell him he had better be on his way. Even then there was no conflict. Calypso was not only glad to release him, but had to show him how to build a raft, and got him started on his journey. Left to his own wits, he lost his raft and was again helpless. Homer had to cook up another goddess to give him a magic veil that would take him ashore. When he finally reached shore, Homer hid him in the bushes till he could think of some logical way to get him started again. He then resurrected Nausicaa, a princess this time—he had run out of goddesses—and had her go to the shore to wash her clothes. Her clothes, her father's clothes, her mother's clothes, her brother's clothes, her maidservants', her manservants', and all the dirty clothes that were within the palace, did she wash; and still Ulysses kept to the bushes. Homer almost despaired of effecting a meeting. He could have had a god to give him a little push, but evidently he didn't think of that—what with so many dirty clothes scattered around. But something had to be thought of quickly. The clothes were all washed and drying fast on the rocks. Then the happy thought—a ball game for Nausicaa and her maids. It probably didn't occur to Homer that girls didn't go in for ball playing so much and even if they did, they certainly wouldn't feel much like playing after doing such a big wash. But the clothes were almost dry and he was desperate. So a ball game it was . . .

When Homer finally succeeded in getting Odysseus in sight of home, he thought, ah, now my troubles are over! In a few minutes with the aid of the tired-out gods, I can deliver him safely home to his family and put an end to this story. But it was not so easy as all that. There were a few little details that Homer had forgotten. A victor must bring home spoils. He had no sooner provided him with some phony spoils when other problems arose—what about all those suitors that had to be bumped off?

Finally, however, our hero, after years of floating aimlessly around like a cork on the sea, was piloted safely home—with the aid of the gods, princesses, men of wealth, faithful servants and dogs, and of course Homer who was always sticking in his oar—to the loving arms of his wife who had remained faithful unto him throughout the long years of desertion, though living meanwhile among a pack of howling "wolves". Even then, Homer was afraid to leave him alone, and unprotected. He placed a few gods around the house to act as guards in case of further trouble.

HORACE MANN AND TEACHER EDUCATION

MILDRED S. FENNER
National Education Association
and
ELEANOR C. FISHBURN
N.E.A. Defense Commission

ON A GLOOMY wet day in July over a century ago the first public normal school in America was opened at historic Lexington Common, Massachusetts. Although the project had been well-advertised throughout the state and many noted leaders had given it their blessing, the entire student body on this first memorable day consisted of three rather flustered young ladies in their teens, the Misses Hawkins, Smith, and Damon.

The spirits of Horace Mann and the board of visitors who had come to launch the school were as gloomy as the weather. "In point of numbers," Mann admitted in his private journal that evening (July 3, 1839) "this is not a promising commencement. How much of it is to be set down to the weather, how much to the fact that the opening of the school has been delayed so long, I cannot tell. What remains but more exertion, more and more, until it *must* succeed?"

The three young girls studied hard during the first months and were soon joined by others who became the vanguard of the great army of young people now preparing for the teaching service. From this unpromising commencement the normal schools have increased in vigor and have spread throughout the country. One-year normal schools have become four-year teachers colleges. Today there are nearly 200 teachers colleges enrolling hundreds of thousands of students.

For his part in establishing the public school and in setting up the

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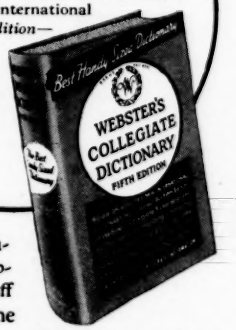

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normal school to provide an adequate supply of well-prepared teachers, we honor Horace Mann in 1946, the sesquicentennial of his birth. Of all the improvements which Mann set underway during his secretaryship of the Massachusetts state board of education, 1837-1848, founding the normal schools was perhaps the most far-reaching in influence.

Then as now, there was an acute teacher shortage. Many of the available teachers had been to school but a few weeks. When Mann became secretary in 1837 it was estimated that between 300 and 400 schools in Massachusetts were broken up annually through the "incompetence of the teachers or the insubordination of the scholars."

Said Mann: "Common schools cannot prosper without normal schools. As well might we expect to have coats without a tailor and houses without a carpenter or mason, as to have an adequate supply of teachers without normal schools."

Other leaders joined Mann in urging the necessity of special schools to prepare teachers. In 1838 Edmund Dwight, Boston philanthropist and member of the state board, gave $10,000 to establish normal schools, provided the state would give a like sum. This the legislature agreed to do and on April 19, 1838, anniversary of the battle of Lexington, the bill was signed by the governor.

The first school was opened July 3, 1839 at Lexington (now at Framingham); a second on September 4, 1839 at Barre (now at Westfield); and a third at Bridgewater, September 9, 1940.

The principal of the Lexington school was Cyrus Peirce, a graduate of Harvard Divinity School. He was kindly, unassuming, but with a will of iron to make the new school succeed. He had been a teacher at Nantucket before coming to Lexington to begin what he termed "the new battle against ignorance and bad teaching."

On the journey to Lexington he said to his wife, "Harriet, I would rather die than fail." Horace Mann later commented that Peirce not only succeeded but came very near dying. Peirce was principal, faculty, and janitor of his school. An entry in his diary reports briefly, "No session today—cleaning stove-funnel."

He frequently admonished his pupils, to whom he was affectionately known as Father Peirce, "My pupils, live to the truth." His teaching methods were surprisingly modern. He scorned the use of the switch or the prize for good conduct, both common practices in his day. He aimed, he wrote Henry Barnard, to make "better teachers

for our common schools, teachers who should know more of the nature of children, more of the subjects to be taught, and more of the true methods of teaching."

Lexington and the two other normal schools had been established on a 3-year experimental basis. Their meager financial support gave them only a fighting chance and their existence was threatened from the beginning by determined enemies.

Certain taxpayers maintained that the existing private academies and high schools, "which cost the commonwealth nothing," were fully adequate to supply enough teachers. Only a year after the Lexington school was opened, a proposal in the state legislature to abolish both the board of education and the normal schools was defeated by a close vote.

Henry Barnard, head of Connecticut schools, wrote to Mann that if the attack had succeeded, the case of normal schools in the U. S. would have failed or would have been indefinitely postponed. After visiting Lexington, Barnard referred to the school as "the most interesting educational experiment now making on this side of the Atlantic." A measure of stability was finally assured to the normal schools in 1842 when the state legislature voted public funds for their continuance.

The private academies and high schools which hitherto enjoyed a monopoly on the preparation of teachers railed contemptuously against the struggling normal schools. Their criticism that most pupils stayed at the normals for a ridiculously short time — some for as little as 10 or 11 weeks— was justified. But Horace Mann believed that as many students as possible should attend the normals.

Peirce did not agree. "Though pupil and teacher be never so diligent," he objected, "it will be a very difficult matter to make of them good, or even middling, teachers within the compass of one year." And a member of the state board criticized those who held the public schools responsible for the deficiencies of the "normalites" who had attended the normals for only a few weeks or months: "Nobody ever pretended that the new system could work miracles— that coming in one door and out the other would make good teachers."

Only gradually, as public opinion was aroused in behalf of the normal schools and as their results began slowly to take effect in improved teaching, were the terms lengthened. Ten years after Lexington was founded its term was increased from 1 year to 1½ years; by 1860 it was 2 years. A. E. Winship, for many years editor of THE JOURNAL OF EDUCATION, who was an early student at Bridgewater, wrote that he was enrolled when the school was only 23 years old but that he was in the 61st class!

During the early years when the normals were battling for existence, Horace Mann campaigned systematically to win public support for the schools and to elevate teaching as a profession. In spite of poor health, caused by poverty and hardship in his youth, he traveled up and down the state, addressed teachers institutes, wrote countless letters (in longhand), and worked an average of 15 hours a day. He fought the battle for education, as Colonel Francis Parker said, with a profound depth of heroism rarely equaled.

Optimistically Mann foresaw the day when teaching would rank as a great profession. In a famous address on "The Teacher's Motives" which he delivered at over 30 teachers conventions in seven different states, Mann made the point which has significance to the teachers of today—that every well-prepared teacher, by making the profession honorable, increases its attractiveness as a profession and thus "draws minds of a higher order to engage in it and adorn it." On the other hand, he maintained, a poor teacher "who is a dolt himself makes scholars who are dolts in the same way that a poor farmer impoverishes a fertile farm."

He scorned the teacher who carries his body only to the schoolroom while "his soul plays truant."

The hard pioneer work of Horace Mann, Cyrus Peirce, Tillinghast of Bridgewater, Richard Edward, and other leaders in teacher education had a profound influence in North and South America and in other countries. Six of the 25 young ladies who gathered the first year at Lexington lived to see normal schools in most states of the Union. Mary Swift, one of the first students, became a successful teacher of the blind. Horace Mann's niece, Rebecca Pennell, became a member of the Antioch College faculty. From Bridgewater came over twenty graduates who helped to establish normal schools in the great western states.

Graduates of the Massachusetts normal schools went to Japan, Mexico, and Turkey. At the request of Sarmiento, Argentine schoolmaster-statesman and friend of Horace Mann, a group went to South America to help lay foundations for the preparation of teachers in Chile, Uruguay, and Brazil.

An important date in Horace Mann's work for the normal schools is August 19, 1846, just a century ago, when the first normal-school building was dedicated at Bridgewater. His words on this occasion underscore the present need to make teaching a career with income, tenure, and public status that will attract our most gifted young people into the teachers colleges:

"I consider this even as marking an era in the progress of education —which we all know is the progress of civilization—on this western continent and throughout the world . . . I believe normal schools to be a new instrumentality in the advancement of the race. I believe that without them, free schools themselves would be shorn of their strength and their healing power, and would at length become mere charity schools, and thus die out in fact and in form."

ACROSS THE OFFICE DESK

"It's Your Job to Learn Him"

JAMES N. EMERY

"ALFRED is a smart boy. He just doesn't like school."

We are having a three-sided conference, Mr. Abbott, Miss McAndrew and myself, about Alfred. I am inclined to question that unqualified assertion from the father, partly apologetic, but mainly defiant.

The boy's personnel card is on my desk before us. We have a system of classifying pupils at the close of the year's work—A, B, C. Alfred is in the fifth grade. His record shows an estimate of C every year, from the subprimary to the present time — the lowest rating that can be given. Eight teachers in so as many years have placed him in that bracket. He has repeated the first and third grades, and stands an excellent chance of repeating this one—at least if he doesn't come through with some outstanding effort in the next three months.

Alfred, in the seven years that he has spent reaching the fifth grade, hasn't liked any teacher—by his own admission. He hasn't liked anything that requires a little effort or any interference with his own whims. Consequently he doesn't like school.

Miss McAndrew's eyes are beginning to blaze a little. "Alfred's just plain lazy, that's what the trouble is with him. You give him something to do, and he just sits at his desk and dawdles—just turns in a blank piece of paper, or one with a few scrawls on it."

"Well, that's your problem," retorts Mr. Abbott. "We send him to school to get an education. It's your job to learn him. That's what we're paying you teachers good money for."

We aren't going to get very far on that conference. Mr. Abbott's attitude is a sample of a goodly percentage of modern-day parents. He's been in here before. He swaggered in once last year, his hat stuck belligerently on side of his head, and very much in need of a shave and a clean shirt at the time.

Alfred is, as Miss McAndrew puts it, plain lazy. He takes a Mahatma Ghandi sort of passive resistance when he is given an assignment of any kind—just won't do it, and takes a how-are-you-going-to-make-me attitude. He talks back frequently, always sullenly, and with a studied and defiant insolence.

Mr. Abbott expects that by some magic alchemy Miss McAndrew and I are going to make him over. If we don't, that's our fault. Alfred's attitude, it is plain enough to see, is a reflection of the home surroundings.

Alfred is an outgrowth of the hectic period that followed Pearl Harbor, and indeed extended quite a period back of that. Those years fostered an emotional strain that extended into every home. In many cases every able-bodied person in a family rushed into the war plants, with the double lure

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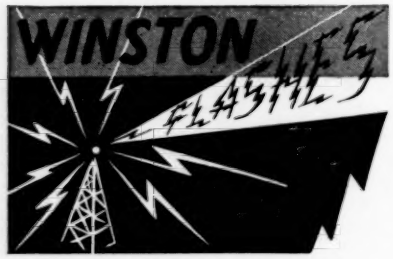

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of patriotism and high wages. The children were left to the care of grandparents, other relatives, or perhaps merely turned out of the house for the day, with a quarter for lunch, to rely on their own devices till the folks came back from work.

Or possibly one parent worked on the day shift and the other on the night outfit. In either case, the worker returning from the plant, tired and upset, was in no mood to pay much attention to home problems, especially when they involved discipline. With sublime complacency, they brushed off the matter lightly. Let the teachers take care of that. Anyway, it's their job to learn the kids. What are we paying them for?

And so children have grown up along the lines of least resistance.

Miss McAndrew, and her coworkers have certain responsibilities—we'll grant you that. But she's only a human being, with a very human capacity for making mistakes in both commission and omission — and her methods of handling a situation may not always show a Solomon's wisdom. But she has to have at least cooperation. And Alfred's record shows that seven other teachers before her have had the same difficulties.

She can, and should, make the work interesting and vivid—up to a certain point. But there are things that come up in life that have to be done that require a certain amount of just plain drudgery, sugar-coat it as you will—whether it's sawing up a maple log with a bucksaw, washing the kitchen floor, nailing up boxes in a factory or learning the multiplication table and the spelling lesson.

If Alfred doesn't show at least a disposition to learn, and Alfred's parents sidestep any responsibility in the matter—if Alfred is going through life with a sit-down-strike attitude toward anything that does not suit his fancy—and that attitude condoned, if not actually encouraged by his parents—then Miss McAndrew or anybody else can't learn him nothin'.

Osmotic Pupils Need Special Books

Chicago's Dr. William S. Gray heartened his students at the reading clinic a few weeks ago, by declaring that pupils of the present generation are substantially better readers than their predecessors. He cited a comparison made in Detroit between last year's children of the seventh and eighth grades and those of the same grades in 1928. Presumably he had other data he could have quoted to bear out his optimistic statement. The schools do require more reading and more reading for comprehension than they did formerly. The increased practice children get today should account for much improvement of the reading skill. Yet, as Dr. Gray points out, there are many poor readers in the upper grades, pupils who have been advanced not upon achievement but according to their physical ages. For these every school should provide an abundance of reading material that is within their grasp and at the same time adapted in subject matter to their years and interests.

Here is a challenge to both publishers and authors to provide such reading matter — and to schools to spread it freely before their less brilliant pupils.

MUST HURRY ALONG

Husband: Who was that woman you stood out there talking with, these last two hours?

Wife: Oh, that was Mrs. Jones. She didn't have time to come in.

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The News Digest
OF EDUCATION IN ACTION

School Lunch Aid Gets Permanent Footing

WASHINGTON.—The Federal School Lunch Program, which became permanent July 1, 1946 when President Truman signed the National School Lunch Act, is designed to foster higher nutritional standards for growing children.

Until this year, funds for the program were appropriated on a year-to-year basis and states were not required to contribute financially. Under the new act, the U. S. Department of Agriculture will allot funds each year and the states will match these allotments dollar for dollar during the first five years, $1.50 for each Federal dollar during the next five years, and $3.00 for each Federal dollar thereafter.

Of the 75 million appropriated for the fiscal year, 10 million are earmarked for non-food assistance, such as stoves, refrigerators and other materials and equipment for preparing and serving meals.

All public school systems, as well as non-profit and parochial schools, are eligible for the Federal-State aid. At the close of the past school year, 44,000 schools were participating.

Special Colleges Planned for Veterans

SYRACUSE.—Dean Asa S. Knowles of the school of business administration, Rhode Island University, was named president of the Associated Colleges of Upper New York, which will operate Sampson naval base, at Geneva, as a state-sponsored veterans' university.

Chancellor William P. Tolley of Syracuse University, chairman of the executive committee of the Associated Colleges, said Knowles would take office Aug. 1, and would organize other veterans' universities in upstate New York, as the need requires.

Dean Knowles headed the college of business administration at Northeastern University before going to Rhode Island.

All Northeastern States Report Teacher Shortages

Inquiries sent to the Commissioners of Education of all the northeastern states from Maine to Ohio during late summer, brought replies clearly demonstrating that thousands of elementary classrooms, especially in rural areas, would be without regularly qualified teachers when schools opened this fall. Shortages in the secondary schools, while less universally predicted, were anticipated by most of the states questioned.

Following are the state-by-state returns, given in condensed form:

Maine.—The returning veterans are counted upon to fill the high school vacancies for males, mostly administrative, but there will be a lack of qualified women teachers both in high and elementary schools. Substandard certification is bound to continue. Housing difficulties are seen as a growing obstacle to procurement of teachers in many places, and appeals are being made to public spirited citizens to open their homes. A shortage of elementary teachers up to 25 per cent is anticipated.

New Hampshire.—Great shortage of women teachers on secondary school level and of men teachers of certain subjects such as shop, mathematics and science. In the elementary field, there is a great shortage, especially for the rural schools.

Vermont.—Upwards of 64 vacancies in secondary schools as of July 1. Reports from half the superintendents indicate over 150 vacancies in elementary schools. It appears that there are practically no available elementary teachers who are regularly certified, and a very limited number of desirable emergency candidates.

Massachusetts. — In the secondary field demand exceeds supply, especially in mathematics, science, home economics, physical education (women), and commercial studies. The great dearth is felt in the elementary schools. In some places, low salaries account for the difficulty.

Rhode Island. — A very evident shortage in the elementary grades, but not in the junior or senior high schools.

Connecticut.—No shortage secondary. About 300 vacancies elementary. Few trainees. Will use former teachers; transfer and retrain some secondary; introduce new type internship in teachers' colleges—three years college plus two successive summer sessions, allowing contract this September for many.

New York.—On the basis of the number of temporary licenses issued during the past four years, approximately 1000 temporary licenses will probably be issued to college graduates who have not completed a year of graduate study—the present minimum standard required for the regular certificate to teach general academic subjects in secondary schools. The state will also issue approximately 1200 temporary licenses to persons employed in the smaller elemental schools. Many of these are former teachers who left the service and now seek reemployment.

New Jersey.—No serious shortage in the secondary schools. A shortage of kindergarten and first grade teachers is expected. The higher birth rate of 1942 and 1943 may cause a very serious shortage in Septembers 1947 and 1948.

Pennsylvania. — A deficiency indicated in number of properly qualified teachers this fall. More than 900 elementary teachers estimated need. In secondary field, greatest deficiencies will be in health and physical education, agriculture, industrial-vocational arts, music, mathematics, science and

N.E.A. Delegates' Meeting Alters Military Policy

BUFFALO, N. Y. — The National Education Association, which omitted last year's convention entirely, resumed its annual custom here in a three-day session, July 3 to 5, with none but official delegates encouraged to attend. The registrations thus totaled only 1846, or about one seventh the usual number.

The resolution showing the most marked modification of N. E. A. policy dealt with national defense. It reads as follows:

"The National Education Association believes in adequate preparedness for the preservation of our national security. Such security rests upon the physical vigor, scientific knowledge, technical skill, civic responsibility, and military competence that reside in our citizens. To this end the Association urges the continuation and expansion of educational programs in these areas, and it calls upon the congress to take immediate steps to determine the security needs of our nation and to adopt such measures as will properly satisfy these needs."

The current shortage of qualified teachers and the scarcity of students in teacher preparatory institutions were deplored and were the subject of many discussions. Remedial measures were considered, ranging from higher salaries for teachers to a demand, by the classroom teacher group, that all substandard emergency teaching certificates, now numbering 108,000, be canceled immediately, to awaken the public to the critical situation.

Dr. William I. Givens was reelected to a fourth four-year term as executive secretary. The newly chosen president is Mrs. Pearl A. Wanamaker, Superintendent of Public Instruction for the State of Washington.

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art. Conditions not much better than last year, when 6000 emergency certificates were issued. Shortage may last six years.

Delaware.—Many vacancies in both elementary and secondary fields.

Maryland.—The supply of college graduates going into high school teaching is returning more nearly to normal. Reduced enrolments for several years past in schools preparing elementary teachers has caused a serious shortage of these teachers. Positions are being filled by using persons with substandard training, by bringing back former teachers and by bringing to the state teachers from other states. (The report is for white schools only and does not include Baltimore.)

Ohio.—Supply not particularly short in secondary schools, except in a few specialized subjects, such as industrial arts, music, physical education. Shortage especially acute in elementary grades, where it is estimated personnel will be lacking for at least 2000 positions.

School Faculty Includes Stettinius

WASHINGTON, CONN. — A private preparatory school where sixty boys will be educated for present-day life by living and studying for two-week periods with international leaders in business, education, science and politics, will open at Washington, Conn.

Among the men will be Edward R. Stettinius Jr., who just resigned as United States delegate to the United Nations Security Council; Senator Elbert D. Thomas, Democrat, of Utah, chairman of the Senate Military Affairs Committee; Joseph W. Frazer, president of the Kaiser-Frazer Corporation; Dr. Vannevar Bush, director of the Office of Scientific Research and Development, and Dr. Quo Tai-chi, Chinese delegate to the United Nations Security Council.

Plans for the new type of school were announced by its executive director, Geoffrey van B. Slagle, electrical engineer formerly on the faculty of the Landon School in Washington. The school will be located in the plant of the Romford School, closed in 1942 because of inability to obtain young masters.

As reconstituted, the Romford School will not only prepare the boys to meet college entrance requirements to academic courses, but also will offer them the opportunity to "prepare for life" by meeting fifteen members of the "board of governors." All these men have volunteered to pass two weeks on the campus in the coming year, "taking over key classes, chatting with the boys about vocational and educational interests, and going fishing and hiking with them," Mr. Slagle said.

Harvard Picks China For Regional Study

CAMBRIDGE, MASS.—Designed to increase knowledge of foreign countries among American students, the program of regional studies at Harvard University is starting with emphasis upon China this September. A curriculum for Soviet Russia will be introduced later. A general program in international affairs, normally lasting two years, has also been started.

The Chinese program will seek to make students broadly conversant with Chinese society, will give them a working knowledge of the language and will provide at least a basic core of work in such fields as government, or economics.

Cornell Breaks Down Literary Walls

ITHACA, N. Y.—A new orientation in the study of literature has been set up by Cornell University. Beginning with the fall term, the departments concerned with the teaching of literature are to comprise a new Division of Literature.

While the individual departments will continue their separate programs as before, a new series of courses has been set up under divisional auspices, the purpose of which is to focus the student's attention on the common aspects of literature without limiting the study to the water-tight compartments of one language or historical period.

The departments of English, Speech and Drama, Classics, Romance Literatures, German, Slavic and Chinese studies will cooperate in the new division.

Scholarships Go Begging In Illinois Teacher Schools

SPRINGFIELD, ILL. — While Illinois schools need teachers and more than 4,300 emergency certificates are being used by persons not regularly qualified to teach in the State, 366 State scholarships to prepare teachers went begging this year. The total value of the scholarships was $117,120.

The Illinois Legislature appropriates funds for 972 State scholarships. These go to graduates of 673 accredited four-year Illinois high schools. To qualify

for a State award, a high-school graduate must rank in the upper quarter of his class.

New Book Club For Teen-Agers

NEW YORK. — Meet the Teen Age Book Club, latest device for developing in young people the habit of reading, owning and loving worthwhile books. According to Martha Huddleston of PocketBOOKS, Inc., director of the project, this is how it will operate. Local clubs will be organized in high schools. Plans and materials will be supplied without cost by the sponsor. Each month a carefully chosen list of five books will be announced in TAB News. Purchase of any number of these books is not obligatory, but a member who purchases four during a semester will receive a fifth book as a premium.

The titles offered for September are: *Five Great Tragedies* by William Shakespeare; *The Human Comedy* by William Saroyan; *Mutiny on the Bounty* by Nordhoff and Hall; *Junior Miss* by Sally Benson; and *The Pocket Book of Father Brown* by G. K. Chesterton.

The committee on selections has been organized by Max J. Herzberg, former president of the National Council of Teachers of English, and consists of Richard J. Hurley, Mark A. Neville, Margaret Scoggin, and E. Louise Noyes.

The Teen Age Book Club comes in response to requests of English teachers and librarians for a means of stimulating the interests of pupils in unrequired reading, Miss Huddleston explains, adding that the books will range from classics to modern murder mysteries and will vary in difficulty to suit different levels of reading ability.

New "General College" Has But One Curriculum

BOSTON.—Complete standardization of the curriculum is the most conspicuous feature of the General College which opens as a branch of Boston University this fall. The date is September 19. The new institution aims at meeting the needs of young persons who desire orientation to the world of science, social science, psychology and literature into which they will soon emerge. Three five-hour courses are offered the first year, and four four-hour courses the second year. Individual guidance toward a vocation is a promised accompaniment of the study program. The traditional subject areas will be merged. In science, for example, the course will deal with physics, chemistry, biology and mathematics not as separate entities but as parts of one integrated subject, whose method and implications for everyday living will be of main concern.

Parley-Vous Method Wins In Experiment at Andover

ANDOVER, MASS. — Students can learn in two years' study to speak and understand ordinary conversational French, according to Dr. James Grew, chairman of the French department at Phillips Andover Academy.

Thorough testing for two years by use of Columbia Research Bureau's aural French tests points up the fact that boys taught with primary emphasis on oral-aural skills do better work in every phase of language study by the time they reach the last term of their second year of study.

On the theory that present-day modern language teaching in independent schools and academies has put undue stress on grammar rules and formulas, Andover in January, 1945, set up two sections of first-year French, ten boys to a section, to be taught entirely by the oral-aural method, with all classroom work in French. Classroom hours were increased from four to five a week, and preparation outside the classroom decreased proportionately.

The experiment proved so successful that this year all beginning French classes at Andover were taught by the all-French method. An average of 77.8 per cent of the boys so taught scored honor grades of 80 or better, and failures stood at 9.9 per cent. In traditionally taught courses in 1944-'45, honors averaged 20 per cent and failures 12 per cent.

The twenty boys who began the new course in the winter of 1945 have now completed the two-year grammar requirements set by the College Entrance Examination Board. This year the boys in the 1945 group will study French history and civilization exclusively through French texts, and a program of lectures in French from visitors will be continued.

First, Dr. Grew obtained the pledge of all colleges to which Andover boys go to accept the school's recommendation, rather than require the formal testing of grammatical skills. Then, as chairman of the Standing Modern Language Committee of the Secondary Education Board, he obtained a similar pledge for all the board's member schools, 250 in number.

The Secondary Education Board is now revising its own requirements in French and making new vocabulary lists to make it possible for all the board's member schools to follow the oral-aural method of teaching. Beginning in June, 1948, examinations will stress less formal grammar and will use a vocabulary based on practical, everyday French, rather than on literary frequency as has been the case in the past.

Indiana Expands College Facilities

INDIANAPOLIS.—Faced with increases in enrollment averaging 50 per cent above pre-war peaks, Indiana's thirty-three colleges and universities have united in an eight-point program that has been designated "The Indiana Plan." Under it, the institutions are expected to be able to provide for enrollments of about 50,000 students as compared with a pre-war total of 30,000.

The program includes doubling the number of occupants in dormitory rooms, requests for housing units from the Federal Public Housing Authority, longer schedules for classrooms and laboratories and the channeling of veterans to smaller colleges rather than to overcrowded universities. The Veterans Administration and the State's Department of Public Instruction will cooperate to develop a program to assure college training to all veterans who wish it.

Alumni No Longer Bidding for Athletes?

AMHERST, MASS. — Dr. Francis J. Brown of the American Council of Education recently told the 31st National Conference of the American Alumni Council that American universities and colleges "have changed

from a sellers' to a buyers' market."

Speaking at the opening dinner, Dr. Brown said:

"For decades, one function of alumni, often placed too high in the priority list, was to seek out students—and athletes—and encourage them to go to good old Alma Mater. Today the problem is find a place in Alma Mater for their own sons and daughters, to say nothing of those of their friends."

Dr. Brown predicted that 750,000 veterans would be enrolled in the country's colleges by September, and said 3,000,000 had made applications up to July 1—"more than three times the number originally predicted as the maximum under the full nine-year program of G.I. education."

Harvard Expanding Physical Science Plant

BOSTON.—In a program of increasing expansion of its scientific facilities, Harvard will revise its undergraduate curriculum in the physical sciences to provide greatly broadened training and cooperate with other countries and universities in the field of physical sciences throughout the world.

Disclosure of the plans to advance science and guide scientific students along constructive lines as a means of assuring a peaceful world was made by Dr. Harlow Shapley, Harvard astronomer and director of the college observatory, before the first post-war meeting of the Associated Harvard Clubs.

Pleading for greater and better knowledge of the physical sciences, he warned that other countries, particularly Russia, were concentrating in the field.

"If we should stop our science and take up poetry and the arts, it would be very sweet and nice, but it would be the finish of us in a competitive world," he added.

To help fill the need for more scientific facilities, Dr. Shapley said that Harvard plans for a new four-story building to house the Department of Mathematics and Geophysics and form with present science buildings a science center more than a quarter-mile long.

COULD BE

A European visitor to America suggested that "fish" should be spelled "Ghoti." "Gh" as in "rough," "o" as in "women," and "ti" as in "nation."

Grins Between Grinds

THE SOCRATIC METHOD

It was time for studied reading in the first grade and Barbara Lou was having a hard time with the sentence: "Bunny Rabbit had a carrot for his breakfast." Sounding "breakfast" for her didn't help a bit.

The teacher made one final attempt. "Barbara Lou," she said, "what meal did you have this morning?"

Intelligence dawned. Barbara Lou beamed. "Oatmeal!" she shouted triumphantly.

FACTOR MISSING

In the early twenties some Boards of Education adopted resolutions that teachers should not bob their hair. There was an outcry against short skirts, too.

Frank Cody, for many years Superintendent of Schools of Detroit, Mich., was attending a meeting in New York when he received a telegram from one of his board members asking: "How long should a teacher's skirt be?"

Cody, a genial soul, wired back: "I must first see the teacher."

COULDN'T WIN

Teacher: "Sonny, you must improve your handwriting!"

Son: "But you wouldn't like my spelling."

MEMORY

Smith: I noticed you got up and gave that lady your seat in the street car the other day.

Jones: Since childhood I have respected a woman with a strap in her hand.

LOW RISK

"Is this operation going to be dangerous?" inquired the patient.

"Certainly not," snapped the doctor. "Where can you get a dangerous operation for forty dollars?"

WORRY CLOGS THE FEET

Two nursemaids were wheeling their infant charges in Central Park when one asked the other, "Are you going to the dance tomorrow night?" "I'm afraid not." "What!" exclaimed the other. "And you so fond of dancing!" "I'd love to go," explained the conscientious maid, "but to tell you the truth, I am afraid to leave the baby with its mother."

SOMETHING WAS ROTTEN

"Dear Dad—We wish you could have come to the school concert. We did 'Hamlet.' A lot of parents came. Some of them had seen it before, but laughed just the same."

GENEROUS IN BATTLE

Two men got into a political argument and were about to come to blows when the crowd intervened and held them apart. Finally one of the two men, seeing the ferocious look in his opponent's eye, yelled, "More of you fellows hang on to him. One man's enough to hold me!"

HARD TO PLEASE

A farmer had a son at college. At the end of the first year the son came home in high feather. He stood second in his class.

"Second?" said the father. "Second!" Why didn't you stand first? What do you go to college for?"

The young man returned for the second year, determined to win first place. At the end of the year he returned home and announced his success.

The father looked at him for a few minutes in silence, then shrugged his shoulders, and said: "At the head of the class, eh? Well it can't be much of a college, after all."

EIRE'S MODEST FLOWER

Albert Brand has some recent anecdotes about that lively old gentleman, G. B. Shaw. A publisher once asked Shaw if he were able and willing to write a book of aphorisms for publication. Shaw replied: "I am able to do it, but at the moment unwilling. I advise you to approach my good friend Mr. B. He will be unable to do it, but he will be very willing."

The most modest statement ever made by Shaw was the following:

"In moments of crisis my nerves act in the most extraordinary way. When utter disaster seems imminent my whole being is instantaneously braced to avoid it. I size up the situation in a flash, set my teeth, contract my muscles, take a firm grip of myself, and, without a tremor, always do the wrong thing."

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